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ABSTRACT

This document describes a workplace literacy program designed to improve the literacy skills of entry-level workers in the housekeeping, food service, and laundry departments of Grady Memorial Hospital in Atlanta. An introduction describes the goals of the program and the employees served (low-literate adults who relied on word of mouth for most of their information in the workplace). Section 2 gives a rationale for using the whole language approach in workplace literacy programs. Section 3 describes the development of the program's curriculum, including a literacy analysis, determining job-specific literacy demands, determining instructional objectives, developing instructional activities and procedures, and assessing the programs. Section 4 describes instructional logistics, such as scheduling classes, recruiting students, and using tutors. Section 5 provides a model for developing hospital-based workplace literacy programs and includes a literacy task analysis and descriptions of instructional sessions. Assessment instruments and instructional materials are provided in the 112-page appendices. The document contains 16 references. (CML)

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THE HOSPITAL JOB SKILLS ENHANCEMENT PROGRAM: A WORKPLACE LITERACY PROJECT

CURRICULUM MANUAL

U.S. DEPARTMENT OF EDUCATION WORKPLACE PARTNERSHIP PROGRAM

Center for the Study of Adult Literacy
Georgia State University, Atlanta

and

Grady Memorial Hospital, Atlanta

March 1990

BEST COPY AVAILABLE

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Final Report

A detailed description of the project and the results are presented in Hospital Job Skills Enhancement Program Final Report. This document contains the evaluation report.

These materials are available at cost from:

The Center for the Study of Adult Literacy
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Introduction

The Hospital Job Skills Enhancement Program (HJSEP) was part of the U.S. Department of Education's Workplace Partnership Literacy Research and Dissemination Projects. These projects were funded to develop workers' literacy skills in order to increase job productivity and to provide new or continued employment or career advancement for employees. The HJSEP curriculum was designed to improve the literacy skills of entry-level workers in housekeeping, food service and laundry departments of Grady Memorial Hospital, a large urban public hospital in Atlanta.

The goals of the program were:

1. to increase the basic literacy (reading, writing, and oral communication) of employees relative to their current job requirements and/or the requirements for job advancement.

2. to increase the problem-solving and oral communication skills of employees relative to their current job requirements and/or requirements for job advancement.

3. to relate the employees' improving literacy skills to improved productivity on the job.

Several factors were considered in developing the curriculum for the Hospital Job Skills Enhancement Program. First, a distinction was made between a <u>worksite</u> literacy curriculum and a <u>workplace</u> literacy curriculum. A worksite program was defined as one which transplants a traditional adult basic education curriculum to the employment location. Such an approach usually

teaches reading and writing as discrete skills removed from any specific context of use. Often the emphasis of traditional programs is placed upon determining the reading "level" of the student, prescribing a course of study, and finally measuring the amount of achievement using tests which will assign the student to another, hopefully higher, reading level. In contrast, a workplace literacy program was defined as one in which the curriculum is tied directly to the literacy demands of specific job tasks and provides students with opportunities to practice reading, writing, and oral communication activities as would be encountered on the job or in the work environment. This approach places less emphasis than traditional programs on measuring reading levels using tests. It determines success by the students' increasing ability to perform the reading, writing and speaking activities required in carrying out specific job tasks or generally functioning more efficiently in the work environment.

This distinction was an important one in developing this curriculum because it determined the basis for establishing instructional objectives, what these objectives were, methods that were used, materials that were developed, and, most importantly, the extent to which the work-related experiences of the students themselves were woven into the curriculum.

The second factor considered in developing this curriculum was the population it would serve. Most of the participants in this program were low-literate adults who functioned adequately in the work environment but with little reliance upon written

text. For the most part, they were dependent on word-of-mouth for most of their information in the workplace; however, they were far from being completely illiterate. In fact, these participants brought much knowledge and experience of life and work to this program. The challenge in developing a curriculum was to incorporate opportunities for this knowledge and experience to be used in the learning setting in ways that would enhance their understanding of written texts in the workplace and, moreover, encourage reliance upon written text as well as writing and effective oral communication in functioning in the work environment. This curriculum was designed to build upon the literacy skills, knowledge and experiences workers already possessed.

The nature of the jobs and work environment was the third factor considered in developing this curriculum. On the surface, it appeared initially that many of the jobs in food service, housekeeping, and laundry service required little, if any, use of reading, writing, computation, or even effective verbal communication. Upon more careful analysis, however, it appeared that this was not the case except for computation. Many of the expectations of the job tasks could be met more efficiently if written procedures were followed, and many of the conflicts among co-workers, or between workers and supervisors, could be resolved more readily through adherence to written procedures, and effective verbal interaction. Much information in the workplace was communicated in writing or verbally, and many misunderstandings arose when there were discrepancies between

what was in print and what was spoken. Furthermore, it became apparent that if workers were to take full advantage of the benefits offered by the employment setting and in addition to resolve conflicts or negotiate requests, they needed effective reading, writing, and verbal communication skills to function in their own best interest.

In considering these factors it seemed that the most responsive curriculum for this situation must have the following components:

a. it must integrate the instruction of reading, writing and verbal communication;

b. it must build upon the workers' prior knowledge and experience;

c. it must emphasize the use of written text as a vehicle for accomplishing relevant workplace tasks; and

d. it must emphasize student writing and discussion as a means of instructing and practicing literacy skills and as a way of connecting the student's knowledge and experience with the expectations and written texts of the workplace.

This curriculum was developed as a whole language, language experience approach to teaching adults in the workplace to use reading and writing and effective verbal communication to function more successfully and with greater self-esteem in the work environment. The whole language, language experience emphasis of the curriculum meant that discussion and student writing was used as a vehicle for developing reading skills and strategies that related directly to language use in the

workplace. This manual was written to document this curriculum, explain the steps of its development, offer examples of what can be done in a workplace literacy program, and provide guidelines for implementing similar programs in other hospital settings. This manual does not intend to be a formulaic program of study as workbooks or software provide, but it does offer many suggestions for applying the above principles in implementing workplace literacy programs.

Rationale for Using Whole Language Approaches in Workplace Literacy Programs*

By definition, a whole language approach to teaching literacy skills emphasizes the practice and subsequent sophistication of language skills in natural contexts of use. It is logical that this approach would be appropriate in a workplace literacy program emphasizing the development of job specific literacy skills. Furthermore, it is speculated that poor retention in many traditional adult education programs might to some degree be related to the content of programs and that new approaches such as whole language should be tried (Boraks & Richardson, 1985; Kazemek, 1988). Also, whole language methodology seemed to suit the adult population this program was serving, and it seemed to lend itself to meeting the objectives of the program as stated in the grant proposal.

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*Based upon a paper written by Judith Hiles (1989).

Research shows that retention of students in adult education programs has been a consistent problem. The majority of Adult Basic Education students stay in programs only one year; 20% stay longer than one year (Diekhoff, 1988). Literacy Volunteers of America reports that only 25% of their students stay in the program for six months or more (Atlanta Journal and Constitution, 1989). This retention problem needs to be addressed. There is a need for programs which take new approaches. Many traditional programs use "controlled texts and tightly sequenced skills approaches which most often make reading and writing harder" (Kazemek, 1988, p. 482). Adult programs usually are not based on current theory and research about language learning (Boraks and Richardson, 1985; Malicky and Norman, 1982; Padak and Padak, 1987) and need to take into account that, by bringing more information and experience to the learning situation, adults learn differently than children. In developing this curriculum both current theory on whole language and current research findings about adult learners were considered.

Whole language approaches emphasize the use of reading, writing, and verbal communication in ways that are natural and relevant to the learner and the learner's purposes (Altwerger, Edelsky & Flores, 1987; Goodman, 1987; Harste, Woodward & Burke, 1984; Newman, 1985). For example, in a traditional program students may be asked to read a text, answer multiple choice questions about what they have read, and practice specific skills such as identifying main ideas or decoding of unfamiliar words.

Although such practices may at times be implemented in a whole language program, the emphasis is different. In whole language programs students read texts when their purposes for doing so have been established through discussion and writing about situations in which the text would supply a necessary resource. Lytle (1986) refers to "the complexity and richness of adult learners' lives" which an adult literacy program must capitalize upon rather than ignore (p. 22). Implementing whole language approaches, students may be asked to talk about different experiences they have had in the work environment. Beginning as a rather informal conversation this activity may lead to identifying certain problems and then determining the extent that written text might serve as resources to solutions. Texts are then read to locate relevant information thus emphasizing the meaning-making aspect of reading. Students then may be asked to discuss further and write about the text and its use. The instructor at this time can enable students to generate their own texts by having them dictate while the instructor writes down what they are saying. This activity can be conducted with one student at a time or in groups, with group members discussing a topic of their choice and then dictating to the teacher. Immediately after discussion the teacher records the students' ideas on the chalkboard or chart paper, without controlling the vocabulary or sentence length. It is instructive for students to watch this recording for three reasons:

1. They will realize that the print represents their thoughts.

2. They will see the relationship between the written word and spoken word.

3. Especially with adults incidental learning may occur; questions about punctuation, spelling, and sentence structure may be asked and answered (Hall, 1981; Padak and Padak, 1987).

These dictated accounts can become part of the reading material available for use by the whole class. Reading and re-reading of dictated accounts is excellent practice for basic readers (Padak and Padak, 1987).

According to Harman and Edelsky (1989) whole language teaching "tries to create the conditions for literacy acquisition that exist for [oral] language acquisition... Like talking, reading and writing must be seen by learners as having obvious functions in the lives of those around them... the attention of [the] talker (and readers and writers) must be on something else, on what the talk or print is <u>about</u>, on the social work it is doing" (p. 396). No doubt the setting of work is a rich environment for language use and one in which the student is directly and daily engaged. It thus supplies the logical backdrop as well as criteria for literacy instruction according to whole language theory and methods.

Finally, the benefits of using whole language approaches with the population of students participating in this program was considered in developing this curriculum. Most of the classes consisted of entry-level employees in the Housekeeping, Food Service, and Laundry departments. These jobs required the least

educational preparation of any in the hospital. It was anticipated that many of these employees would not have high school diplomas or GED certificates, and that many would have experienced difficulty or even failure in school. They would benefit from classes using a whole language approach for several reasons:

1. The whole language approach provides a risk-free environment in which experimentation with language through conversation and discussion is encouraged.

2. Assessment in whole language programs is less reductive than in traditional programs. Instead of giving objective tests over the content of passages read, whole language teachers look for signs of progress in students' use of reading & writing strategies. Instead of focusing on errors in punctuation, spelling, and usage, whole language teachers focus on developing their students' fluency and meaning in writing.

3. The whole language teacher functions as co-learner and collaborator with the students. These functions are most appropriate, if not essential, in working with adults. The teacher's role is to observe, encourage, and enable the learners, capitalizing on the knowledge which they bring to the classroom setting.

4. The whole language approach respects and centers on the learner. Materials for reading and topics for writing are selected on the basis of their interest and relevance to the students.

In this hospital workplace setting reading materials were

chosen which related directly to the jobs of the participants. These materials were naturally more predictable for the participants because the ideas and words were already part of their speaking vocabulary. Goodman states, "at any point in time the reader has available and brings to reading the sum total of experience and language and thought development" (Goodman, 1967, p. 57). More recently, Goodman et al., (1987) stresses, "None of us, no matter how proficiently we read, can read written language that deals with concepts far beyond our existing knowledge" (p. 211). Whole language theory implies that beginning readers should be exposed to text which is very predictable for them. For these employees, hospital memos, instructions about their jobs, and personnel manuals were conceptually and experientially familiar and therefore predictable.

Developing A Workplace Literacy Curriculum

The Job Skills Enhancement Program was developed using a five-step process: literacy analysis, determining job specific literacy demands, determining instructional objectives, developing instructional activities, and assessment (see Figure 1).

Literacy Analysis

The literacy analysis was conducted during the first several weeks of the workplace partnership program with Grady Memorial Hospital. The literacy analysis involved visiting the worksite and observing the performance of specific job tasks in various work areas; interviewing a variety of workers, front-line and managing supervisors; and gathering all printed materials used in

Figure 1

Developing A Workplace Literacy Curriculum

LITERACY ANALYSIS

- observe
- interview
- gather all printed material used in work setting

DETERMINE JOB SPECIFIC LITERACY DEMANDS

- analyze observation and interview notes
- analyze printed material for implicit literacy skills

DETERMINE INSTRUCTIONAL OBJECTIVES

- refer to literacy analysis
- develop pre-assessment (using job-related materials)
- determine student goals

DEVELOP INSTRUCTIONAL ACTIVITIES

- use job related materials
- use scenario-based problem-solving
- integrate reading, writing, speaking
- build on what students already know
- use language experience approach
- model literacy activity and provide practice

ASSESSMENT

- use activity and task performance
- use post-assessment
- use checklist
- use anecdotal notes
- use job attendance and performance
- use student response

the work setting. In observations of job tasks, step-by-step procedures (and obvious literacy activities) were recorded in notes. Questions ("Explain to me how you use computer recipes in organizing the preparation of coleslaw." "Is the recipe distributed to all workers?") were asked as prompts and when needed for clarification. In interviews workers were asked to explain their jobs ("Describe what you do each day") and asked to describe typical problems encountered during the work day and how these problems were resolved. Workers were asked what they felt made their job difficult and what they believed would make their workday easier or more pleasant. Supervisors were also asked to describe the daily job tasks of their employees and the nature and resolution of problems. Both workers and supervisors were asked to describe how written materials were used on a daily basis in their work setting. Supervisors were asked to put together packages of written materials used in the work setting or any materials they wished employees would use in the future. Other questions asked workers and supervisors in interviews include:

1. When and how do misunderstandings arise in this work situation?

2. Are procedures for job performance written down and followed in this work situation?

3. What changes would you make in this work situation?

4. In resolving disputes, making requests, giving directions or asking questions are written documents consulted as a reference?

Determine Job Specific Literacy Demands

Observation and interview notes were reviewed and analyzed for the literacy activities performed or the literacy activities implied in responses to interview questions. All printed material was also closely examined for the kinds of literacy demands it would place on a reader. The questions guiding the analysis were: What must the worker know about reading, writing or oral communication to use this text? To perform this task? To solve this problem? A list of reading and writing demands were generated (see Figure 2) and became a basis for developing instructional objectives.

Determine Instructional Objectives

Once it was determined what kinds of reading, writing, and speaking demands were required of students, what needed to be taught was then established. The instructional objectives were based on a combination of information gathered in the literacy analysis, student performance on the pre-assessment (see Assessment) and initial discussion of student goals (individually and collectively as a class). At the beginning of each session a Literacy Task Analysis chart was developed to summarize the literacy demands and their relation to instructional objectives (see Figure 3).

Figure 2

Literacy Demands

Reading

- Recognize common words and meanings.
- Develop strategies for determining meanings of unfamiliar words, sentence content, word parts.
- Recognize meanings of common abbreviations and acronyms.
- Determine meaning of figurative, idiomatic, and technical terms.
- Identify factual details within text.
- Follow detailed sequential directions to complete a task.
- Determine gist of a paragraph or longer text.
- Use headings and subheadings to determine whether or not text contains information necessary to answer a question or solve a problem (distinguish between relevant and irrelevant information).
- Use skimming and scanning to locate information in text.
- Cross-reference within and across text to select information to perform a routine task, answer a question, or solve a problem.
- Use completed form to locate information to complete a task, answer question, or solve a problem.
- Make inferences from texts that do not explicitly provide required information.
- Organize information from various sources into sequenced series of events.
- Interpret codes, symbols, abbreviations.

Speaking

- Request information from various sources (supervisors, co-workers, friends).
- Give directions, sequencing tasks, ordering events to varying audiences.
- Express complaints or requesting changes in a course of action to varying audiences.
- Express opinions about topics or considerations for solving problem.
- Ask questions to varying audiences.
- Determine appropriate formality and word choice for varying audiences and contexts.
    - understanding synonyms/antonyms (range of word choice).
    - understanding word connotation.
    - distinguishing levels of formality in language use.
    - distinguishing tone as indicated by word choice and voice modulation.
- Determine appropriate non-verbal aspects of communication for varying audiences and contexts (eye contact, physical position).

Figure 2, continued

Writing

- Generate sequenced directions for completing tasks.
- Request information.
- Describe events, actions, or personal feelings.
- Express dissatisfactions, explanations.
- Fill out forms.
- Use standard grammatical form, correct spelling and punctuation in revising text.

Figure 3

Literacy Task Analysis Chart

JOB TASK	WHAT STUDENTS MUST KNOW	LITERACY OBJECTIVES

Develop Instructional Activities

Instructional activities used job-related materials and integrated the use and instruction of reading, writing, and speaking. The following procedures are recommended for organizing instruction and classroom activities. Examples of specific use of these procedures are explained in the documentation of each session (see Description of Sessions).

Develop Instructional Procedures

Before Reading

1. Ask students to discuss, and possibly write (or dictate) everything they already know related to the text to be read. Emphasize personal experiences with content or structure of the text. Discuss whether the structure of the text is a chart, form, memo, etc., and what conventions are used to organize this text (headings, capitalization, listings, etc.). Identify familiar words or phrases in the text or predicted to appear in the text. Begin on the personal level--what the participant already knows about the content and structure of the text or the situation of its use in the work environment.

   Activities:

   - -Small group, whole-class, one-to-one discussion
   - -List-making, paragraph writing or dictation
   - -Identifying problems and speculating about solutions

2. Help students identify purpose(s) for reading text. Discuss how text is used (or not used) in work setting. Encourage participants to generate scenarios in which text is used and to

determine purpose(s) for reading text given those scenarios. If text is useless in work setting what would need to be changed (re-write) to make it helpful? Organization? Clarity of information? Different words? What purpose would the text serve in the work setting if any of those factors changed? In developing scenarios the purpose for reading the text may vary according to any number of variables including the role the reader plays--varying perspectives.

Activities:

-Small group, whole-class, one-to-one discussion

-List-making

-Paragraph writing, sentence writing

3. Ask students to discuss (or write about) appearance of the text. What kind of text (form, chart, table, memo, report)? What are the identifiable elements of each kind of text? Ask students to examine headings, organization & format of text. Ask students to identify important terms/titles.

Activities:

-Discussion

-List-making

-Paragraph writing

-Worksheet/checklist on text type

4. Help students summarize what they have learned from "Before Reading" activities. Ask students to answer the following questions in discussion (or writing):

What do I already know about the content and structure of this text?

What experiences have I had related to the content of this text?

What have I determined as my purpose(s) for reading this text?

5. Based on these "Before Reading" activities students should have begun and be developing a notebook of key terms--specialized and unfamiliar vocabulary.

During Reading

Students have identified a purpose(s) for reading text based on previous activities and now can begin reading accordingly. While reading, ask students to put a check beside sentences and/or paragraphs which are understood. If text is a form to fill out, ask students to place a check beside and fill out sections that are understood. If text is a series of directions, ask students to place a check beside the steps that are understood. Ask students to place an X beside sections which are not understood while they are reading and to circle unfamiliar words. Other text marking systems may be assigned according to the perspective (role) of the reader. For example, a salad maker may be asked to read the monthly menu and underline all salads or salad ingredients to be served that month.

Essentially there are two points for the instructor to keep in mind:

a. help students identify the parts of a text they understand and the parts of the text they do not understand.

b. help students read text selectively according to their

role and purpose.

After Reading

1. Ask students to review the text and notice the checks that were placed beside sections (indicating what content was understood). Students may be asked to make a list of information understood from text. Students may be asked to explain to a partner, small group, or instructor information understood (from text). Students may be asked to write a short paragraph explaining contents of text. If text is a memo or report, students may be asked to explain the contents to another as they understood them (referring to check marks made during reading). If text is a form or chart, students may be asked to explain the sections they were able to understand and/or fill out. Students may be asked to make a list of important words from the text and explain their meaning to another.

The emphasis the instructor must take in After Reading is to concentrate on what students are able to read and understand from the text--again what is known rather than what is not understood. Identification and initial concentration on what the reader knows builds a strong foundation of confidence and information with which to approach the unknown and difficult content of the text.

2. Ask students to review the text again and notice the "X's" beside sections that were not understood or unfamiliar words that were circled. Ask students to list unfamiliar words in notebook and follow procedures of guessing and verifying guess (see Figure 4). Based on what is known about the text ask students to guess

at unknown parts. For example, if a form has requested name, address, and phone number, what other information might the form be requesting. Ask students (possibly with a small group or partner) to generate a list of possible information that might be expected on the form. Do any of the possibilities listed match the unknown information? If text is a set of directions or a report, ask students to speculate about missing information.

Activities:

-List-making

-Work with partner or small group

-Vocabulary notebook

-Paragraph writing

-Worksheets of vocabulary or sentence identification of unfamiliar parts of texts

-Teach any pragmatic clues or strategies for identifying unfamiliar vocabulary or phrases.

-Rewriting difficult sections to make easier and clearer

-Role-playing and guessing

Figure 4 gives a limited example of these instructional procedures.

Figure 4

Examples of Before/During/After Strategies

Context: Special Events Discount

Before Reading (Example of instructions to students)

You have heard from a co-worker that Grady Hospital employees are eligible for discounts on entertainment events. You want to take advantage of this benefit.

1. Discuss what you would need to know and do in order to use employee discounts on entertainment events.
   A. Make a list of all the questions you have about this employee benefit.
   B. Review the questions you have listed. For each question, decide what you must do in order to have that question answered. Beside each question make a note of what to do.

EXAMPLE:

A.	B.
Do employees really get discounts?	Call Personnel.
For what events do discounts apply?	Read Personnel Yellow Pages.
What steps do I take in getting a discount?	Decide which event I want to attend.
Do discounts make a difference?	Locate information on this event (possibly from newspaper).

During Reading (Example of instructions to students)

While reading, underline where on this sheet you are told what the "Personnel Yellow Pages" are. What information is included on this sheet? The information on this sheet is organized under headings. Put a check mark beside each heading on this sheet. What do headings look like?

After Reading (Example of instructions to students)

1. Read the headings on this sheet. Circle any words you do not know. Copy these words in your Special Terms Notebook and write a guess at what you think the word means. Then you must find out whether your guess about this word is correct. There are at least two steps you can take to confirm your guess about a word's meaning.

Figure 4, continued

A. Ask someone
B. Use a dictionary

Either ask someone or use a dictionary to determine whether your guess about the word's meaning is correct. Write this meaning in your notebook. Then, reread the sentence in which the word is contained. Does the sentence make sense with this understanding of the word's meaning. If yes, then you have learned a new word and hopefully have a greater understanding of the information on the sheet. If no, then you may not have the meaning of the word that fits the way the word is used on this sheet. In this case you can:

- Skip the word and try to understand the information on this sheet without understanding the word.
- Ask someone to explain the meaning of the word as it is used on this sheet.
- Return to the dictionary to see if other meanings of the word are listed.

Note to the Teacher:

This activity presupposes ability to at least somewhat effectively use a dictionary. These processes may need to be taught to some: alphabetizing; multiple word meanings.

Suggested Format for Special Terms Notebook:

WORD	GUESS	MEANING	PARAPHRASE

2. Locate heading related to entertainment discounts and answer the following questions in discussion or writing:

A. Do employees at Grady get discounts on entertainment events?
B. How do you get these discounts?
C. Does the information on this sheet tell you whether you will get a discount for tickets to a Hawks game?
D. Does the information on this sheet tell you how much money you will save if you get an employee discount on an event?
E. What would you do next?

Assessment

Development of Assessment Plan & Instruments

Both formative and summative assessment measures were used to assess the curriculum. The formative assessment measures included informal instructor assessment of student progress during instruction. Specifically the instructor reviewed work done in class and small groups, with tutors, and as homework. Periodically in each unit of instruction, "check-up" tests were given over the objectives for that specific unit of instruction. Copies of these tests are included in the curriculum for each unit. Results on these measures were used to modify instruction as necessary in order to achieve the stated instructional objectives.

Summative assessment of the curriculum was accomplished by pre- and post-tests in the three areas of instruction--reading, writing, and oral communication. To be valid measures of the whole language, integrated curriculum developed for this project, the assessment instruments also needed to be integrated measures of job-related literacy and language tasks. They were administered at the beginning of instruction (upon enrollment in the program) and at the end of instruction (after the participant's final session). Results were used to determine participant progress for the purpose of evaluating the model curriculum. Results were not used as measures of job performance or evaluation or to place students in a job. Tests used for that purpose would have to be validated with performance on the job in order to be used for job placement.

Reading Test. A 20-item modified Cloze test was developed using texts generic to all workers in the targeted jobs (e.g., texts from the Personnel Manual and the Employee Assistance Program). Every fifth word was deleted from the selected texts and four alternatives were selected for each deletion. Participants were instructed to read the sentence and select which of the alternatives best completed the sentence. A copy of the pre- and post-tests and scoring guide is given in Appendix A.

Content and construct validity were assured by the congruence of the test with the curriculum. The content of both was texts from the workplace. The Cloze procedure is an integrative test measuring the individual's comprehension of the passage as a whole rather than a discrete point test measuring isolated reading skills. It depends heavily on the reader's background knowledge of the subject of the passages. While this fact is frequently cited as a criticism of the Cloze procedure, in the case of workplace literacy it is an advantage. Both instruction and assessment are dependent on the students' job knowledge which is high because the tests tap the job knowledge of experienced workers in the area. The Cloze procedure is a good measure of the whole language approach to literacy as it assesses comprehension of real texts rather than isolated reading skills.

The reliability of the Cloze procedure was determined by calculating a split half correlation with correction for length. A correlation coefficient of .897 was obtained for this measure.

Writing Test. The writing tests required the participants

to write actual job memos and documents such as those required in jobs into which workers might be promoted (i.e., front-line supervisor). The pre-test asked that they write a paragraph telling what they would do if they had a complaint against someone, explaining the complaint and action they would like to have taken. The post-test asked them to write a paragraph telling about what job they would like to have at Grady and why they would like to have that job. Both tests were scored by a process writing scoring guide assessing the communication of the paragraph rather than the mechanics. A copy of these texts and the scoring guide is included in Appendix A.

These measures were valid assessments of the content of writing on the job. By using the communication scoring system, the writing assessment was congruent with the integrated communication model of the curriculum.

Inter-rater reliability was determined by having the writing samples scored by two independent trained raters. They obtained an inter-rater agreement of 83%. All papers were scored by both raters independently. They then conferred and negotiated a score for any papers on which they disagreed.

Oral Communication Test. As a measure of oral language (speaking and listening) as well as problem-solving, job role-playing situations were created for both the pre- and post-test. For the pre-test participants were asked to role-play a conversation between a worker and supervisor in which the worker asked to take some vacation time off the job, explaining why the time off was needed. The workers switched roles playing both the

worker and the supervisor. For the post-test, the participants told what they had learned in the Hospital Job Skills Enhancement classes indicating what they had learned and how they were using the new skills. The communication tests were scored using an oral communication comprehensibility rating scale which assessed the communicability of the language, rather than the mechanics (articulation and grammar). A copy of the scoring guide is given in Appendix A.

The content of the communication was taken from the job and the assessment was of the oral communication as a whole, not specific aspects of articulation or usage. Thus these measures also met the criteria of content and construct validity.

The oral communication tasks were scored by a trained rater. A random sample of 12% of them were rescored by a second trained rater. The percent of agreement between these two raters was 86%.

Other Measures. During the demonstration program, instructors and graduate research assistants kept anecdotal notes about the curriculum and its implementation. Participants and hospital supervisors were interviewed at the conclusion of the program. The results of these measures are reported in the Hospital Job Skills Enhancement Project Final Report available form the Center for the Study of Adult Literacy, Georgia State University.

Instructional Logistics: Scheduling Classes, Recruiting, and Using Tutors

Instructional sessions were scheduled in six-week blocks. Classes met for an hour and a half twice weekly. Hospital administrators were instrumental in scheduling the days and times for classes. They suggested that Mondays and Fridays be avoided because of the high rate of absenteeism on those days, and Thursdays because that is payday and employees are picking up checks and going to the credit union. The 10:30 a.m. and 1:30 p.m. time slots were chosen because they would have the least impact on shifts. Later, the 8:30 a.m. and 3:00 p.m. time slots were chosen for the same reason.

When classes ended and post-interviews were held with class participants, one of the questions asked was, "How did you happen sign up for HJSEP classes?" Hospital supervisors and managers had been instrumental in recruiting. A hospital supervisor or manager recruited 57% of them, 9.5% were recruited by CSAL personnel, 7.1% had been told about the classes by a co-worker, 7.1% had seen a brochure or notice on a bulletin board, and 4.8% had a personal goal which they thought the class would meet. No information was obtained from 14.3%.

The Center for the Study of Adult Literacy personnel located and recruited tutors to act as para-professionals in the classes. A tutor orientation and training program was held during the fourth week of classes explaining the purpose, goals, and objectives of HJSEP and the rationale for using a whole language

approach in the classroom. Tutors had the opportunity to meet the instructor and each other, to find out what they would be doing in class, and to sign up for the day and time when they would be available. Each tutor committed to attend one 90-minute session per week.

Ninety-five percent of the instruction in the classes for workers was given by the individual who had been hired as Instructional Coordinator. Occasionally, one of the tutors would present part or all of a lesson. For example, a tutor who is an accountant led the session called "Understanding Your Pay Stub." A tutor with a background in reading instruction led two of the sessions in which reading comprehension strategies were emphasized. Most of the time tutors gave individual assistance to class participants as they worked on writing and reading assignments in class. This assistance took the form of helping participants read and understand directions, expand written paragraphs, and explain orally what they wanted to put in writing.

Additional information about instructional logistics is given in the HJSEP Final Report.

Curriculum and Program Documentation

This manual was written to delineate principles and procedures to follow in developing a hospital-based workplace literacy program and to provide examples of instructional units which are based upon systematic literacy analyses of tasks performed in this worksetting. The following section provides documentation of instruction for each session. This

documentation does not intend to be a prescribed course of study, although many of the instructional objectives, activities and materials may be applied or adapted to other settings. This documentation, however, does intend to offer ideas (a "model") for organizing and determining the nature of literacy instruction using job-specific materials with the purpose of encouraging employees to become more text-oriented in the workplace. As with any curricular model, careful consideration must be given to the individual personalities and needs of the setting to which it is adapted. It must be remembered that no documentation of instructional philosophy, objectives and activities alone ensures an effective or enriching learning process. At the heart of any "successful" curriculum is the quality of relationship between student and instructor and among the students themselves. It is beyond the bounds of this manual to discuss in great detail these interpersonal and phenomenological aspects of curriculum. Hopefully, however, such assumptions are implicit in the following suggested activities which emphasize discussion of student perspective, verbal and written exchange of experiences, and a response-to-text orientation in developing reading and writing skills. Most of the instructional activities suggested allow for a dialogue between instructor and students and among students about what is understood and not understood in the selected job text, the nature and use of the text in the job settings, and of primary importance, the comparison of the student's experience in performing the specific job task to the text's description of that task. Similarities and discrepancies

became a source of further discussion, analysis of the text and writing activities. In other words, students often disputed the accuracy and relevancy of the written text to actual experience, and in this process of challenging the text a greater understanding of the text, of reading, of verbal argument and writing was often gained.

What follows is a documentation of the way this model was implemented in the Hospital Job Skills Enhancement Program. Instruction was divided into six sessions. Each session was six weeks with the exception of the Supervisors' class which was extended to eight weeks. Each session emphasized one or two instructional themes around which reading, writing and oral communication activities were focussed.

The following documentation will be developed for each instructional session:

Calendar Of Daily Class Activities

Literacy Task Analysis (audit) Of Texts and Activities Related To Theme

Session 1: Reading informational texts of the workplace
- Grady personnel "Yellow Pages"
- Grady checkstub/memo

Session 2: Reading informational texts of the workplace
- Grady personnel manual

Session 3: Reading procedural documents of the workplace
- Grady personnel manual
- Grady benefits information
- "Method of the Week" (housekeeping)

Session 4: Reading procedural documents of the workplace
- Grady personnel manual
- Grady benefits information
- "Method of the Week" (housekeeping)

Session 5: Reading interoffice communication/memos

Session 6: Reading universal safety precautions

Supervisors' Class: Reading "Standards of Conduct" and writing warnings

Instructional Narrative/Summary (week by week)

The calendar provides an overall view of the pace and order of instruction. The literacy task analyses charts are cross-referenced with instructional activities and instructional materials in the instructional summaries which follow.

SESSION 1: READING INFORMATIONAL TEXTS OF THE WORKPLACE

INSTRUCTIONAL CALENDAR
January 24 - March 1, 1989

	Day 1	Day 2
Week 1	Introduction Student Expectations/Goals	Introduction Student Expectations/ Goals
Week 2	Pre-Assessment	Pre-Assessment
Week 3	"Grady Yellow Pages" Unit -Headings: Predicting; Prior Knowledge -Sequencing Procedures: Hospital Admission; I.D. Cards; Requesting Vacation -Vocabulary: Circle unknown words; guess at meaning; record in notebook; use dictionary to verify meaning.	"Grady Yellow Pages" -Headings: Predicting; Prior Knowledge -Sequencing Procedures: Hospital Admission; I.D. Cards; Requesting Vacation -Vocabulary: Circle unknown words; guess at meaning; record in notebook; use dictionary to verify meaning.
Week 4	"Yellow Pages" -Sequencing: Putting in order steps for cashing check at Grady -Work with partner (and tutor): •Select heading on Yellow Pages •Read aloud •Re-state/explain in own words to partner and tutor •Record unfamiliar vocabulary in notebook	"Yellow Pages" -Write practice letters of resignation
Week 5	Review letter of resignation: -spelling	Check Stub and Memo Exercise

	-grammar -plurals/endings -legibility -capitalization	
Week 6	Learner Evaluation/Certificates	No class: Grady Inspection

LITERACY TASK ANALYSIS: SESSION 1

TASK	WHAT STUDENT MUST KNOW/DO	LITERACY PROCESSES & OBJECTIVES
1 Reading employment information: "Personnel Yellow Pages".	1A Must understand headings.	1A Student will understand conventions of informational text - organization: -headings -bold-faced type; capitalization; darkened print -topical groupings of information -punctuation: colons, periods, commas.
	1B Must follow the sequence and must sequence information from printed text.	1B Student will be able to comprehend a sequence of directions in informational text. 1B:1 Student will be able to locate and list (re-state) sequenced directions stated directly in text: literal comprehension. 1B:2 Student will be able to generate sequence of steps not stated directly in text but based on information given: inferential comprehension.
	1C Must understand abbreviations.	1C Student will understand conventions of word choice and abbreviations used in informational text.
	1D Must locate and know how to determine meanings of unfamiliar	1D Student will determine procedures for locating and defining

LITERACY TASK ANALYSIS: SESSION 1, continued

	words.	unfamiliar words: contextual guessing and dictionary use.
	1E Must be able to use text as resource for problem-solving.	1E Student will be able to predict usefulness of text information for problem-solving.

See Instructional Summary for description of instruction corresponding to objectives.

Session 1: Instructional Summary

Weeks 1 & 2 were spent introducing the program. Students introduced themselves and discussed their expectations of the class and their goals for personal enrichment and job advancement. Pre-assessments in reading, writing and oral communication were administered (see Appendix A: Materials).

Week 3 began a three-week instructional unit on reading generic informational texts from the work setting. The "Fulton-DeKalb Hospital Authority Personnel 'Yellow Pages'" were used as the instructional text (see Appendix B: Session 1/Materials 1).

Day 1: (OBJECTIVES 1A;D;1E)
Copies of "Yellow Pages" were distributed. Students were asked to read only the title and headings in the text and then, in discussion, answer the following questions:

- What information is contained in this paper?
- What questions could be answered by reading this paper?
- Who should read this paper?
- Have they ever read this paper before today?
- What information do they already know?

Answers to some of these questions were written on the board by the teacher. Students were then asked questions about the organization of the information into groups with headings. Students were asked to identify and describe headings and discuss why this paper uses headings. What are the advantages of reading headings? Students were asked to place a mark beside each heading in the paper.

Students were asked to circle five vocabulary words which were unfamiliar to them from the headings. The teacher wrote a sample of words circled on the board. The teacher then modeled strategies to follow when one encounters an unfamiliar word:

1. Guess at word meaning based upon other words in heading or reading information which follows heading.

2. Use dictionary to verify guesses.

Day 2: (OBJECTIVES 1B;1B:1;1B:2;1E)
Discussion and activities focused upon three topics, each a "Yellow Pages" heading.

1. Admission As An In-patient
2. Identification Cards
3. Requesting A Vacation

Emphasis of instruction was placed upon comprehending a written sequence of directions. Students were asked to read each paragraph and then dictate to the teacher the order of events in

completing the task. Students then role-played giving oral directions (in correct sequence) for accomplishing these tasks. Students were also asked to identify other details in the paragraph that were essential for completing the task. Students were asked to complete exercises such as:

EXERCISE

ADMISSION AS AN IN-PATIENT

> Take the pink elective admission sheet provided by the clinic to the Admitting Department, then to Personnel, Room B-107, where further assistance will be given.
>
> DIRECTIONS: Read the paragraph above and answer the following questions.
>
> What is the first step in getting admitted to the hospital?
>
> A. Take the pink sheet to the admitting department.
> B. Go to personnel room B-107.
> C. Get the pink admission sheet from the clinic.
>
> Place the following steps in correct order:
>
> •Go to personnel room B-107 for further directions.
> •Go to clinic to get pink admission sheet.
> •Take pink admission sheet to admitting department.

Student writing was also incorporated in this unit of instruction in the following exercises.

Before Reading

1. Have you ever been admitted to the hospital as an in-patient? Has a friend or family member ever been admitted? What procedures did you, your friend or relative follow in order to be admitted? Describe these procedures or steps.

Students either wrote themselves or dictated to the teacher who recorded these experiences on paper or on the board. Discussion followed. Students then read the text and compared their description with the text's directions.

Week 4

Day 1: (OBJECTIVES 1B;1B:1;1B:2;1C;1D)

A series of steps for cashing checks at Grady was listed (out of order) on the board. Students were asked to read the

section from "Yellow Pages" on check cashing and then place steps in correct order. Students were then asked other questions--time/location--requiring them to focus upon details of section. Students were then asked to get into groups of two or three and meet with a tutor. Each student chose a section of "Yellow Pages" to read aloud and then restated the information read in his or her own words to a partner and tutor. The partner and tutor then asked questions to clarify any inaccurate or confusing information. Students discussed and then recorded unfamiliar words in their notebooks. Tutors guided students in developing contextual guessing strategies for vocabulary.

Day 2: (OBJECTIVES 1B:1B:1;1B:2;1E)
Students were asked to read the section on resignations and locate the sentence with which answers to the following questions were contained:

1. Who should write letters of resignation?
2. How much advance does an employee need to give if leaving a job?
3. In addition to writing a letter, what else must an employee do before leaving a job?

Students then discussed what information should appear in a letter of resignation. The class dictated a practice letter of resignation which the teacher wrote on the board. Students were then asked to write their own practice letters of resignation.

Week 5

Day 1: (OBJECTIVES 1A;1B;1B:1;1B:2;1E)
Teacher wrote on the board the sample letter of resignation that class as a whole developed. Teacher discussed sample letter in terms of the appropriateness of content as well as structural aspects--formatting, spelling, grammar, plurals/endings, capitalization. Students then teamed with a partner, read aloud their individual letters of resignation and analyzed each letter according to the aspects modeled by the teacher.

Day 2: (ALL OBJECTIVES)
Copies of a pay stub and inter-office memo regarding pay adjustments were distributed (see Appendix B: Session 1/Materials 2). Vocabulary and informational groupings of pay check were discussed. Students were taught ways to calculate accuracy of paychecks. Then students were directed to read memo silently and circle unfamiliar words. Instructor asked students to explain gist of memo. Instructor wrote explanations on board. Instructor then asked students to locate parts of the text they did not understand. Instructor copied these misunderstood portions of text on the board. Finally, student were directed to underline the most important terms of the text and these words were listed on the board. Students then discussed their interpretations of this text based on the three categories of information organized on the board:

What I understand
What I did not understand
Important Terms

Instructor then discussed abbreviations used in text, headings and text organization as it related to locating information (see Session 5 for unit on reading and writing inter-office communications).

Week 6

No instruction. Grady Inspection.

SESSION 2: READING PROCEDURAL DOCUMENTS OF THE WORKPLACE

INSTRUCTIONAL CALENDAR
March 7 - April 12, 1989

	Day 1	Day 2
Week 1	Introduction Student Expectations/ Goals	Introduction
Week 2	Pre-assessment	Review exercise on paychecks
Week 3	Getting paid: Using personnel manual as a reference -locating information -identifying and understanding -key vocabulary	Getting paid: Using personnel manual as a reference -understanding sequential information
Week 4	Getting paid: Using personnel manual as a reference -paraphrasing information	Getting paid: Using personnel manual as a reference -making verbal requests and asking questions for clarification
Week 5	Negotiating pay corrections with supervisor -calculating correctness of paycheck -locating information from sources to use as evidence -verbalizing reasons for requesting compensation	Negotiating pay corrections with supervisor -making verbal requests and asking questions for clarification
Week 6	Negotiating pay corrections with supervisor -comprehending verbal directions -asking questions for clarification	Negotiating pay corrections with supervisor -comprehending verbal directions -asking questions for clarification

LITERACY TASK ANALYSIS: SESSION 2

TASK	STEPS	WHAT STUDENT MUST KNOW	LITERACY PROCESSES & OBJECTIVES
1 Employee negotiates pay correction with supervisor or department head.	1.1 Employee suspects error in pay and determines if error can be corrected: -examines checkstub, -examines personnel -manual.	1.1A Employee must be able to calculate correctness of paycheck.	1.1A:1 Student will be able to identify and read headings/categories on check stub. 1.1A:2 Student will be able to multiply per hours worked.
		1.1B Employee must read personnel manual to determine procedures for correcting paycheck.	1.1B Student will be able to locate key vocabulary; and paraphrase relevant and sequential information; sequence information for problem-solving.
	1.2 Employee verbalizes problem to supervisor or department head: - presents evidence of error (checkstub), - presents possible reasons for error.	1.2A Employee must verbalize nature of error and show evidence (checkstub, time sheet, personnel regulations).	1.2A Student will able to use information as evidence to support assertion (sources: check stub, time sheet personnel regulations).
		1.2B Employee must verbalize reasons why these errors were made and indicate that he/she does not deserve to be penalized.	1.2B Student will be able to use information as evidence to support assertion (sources: check stub, timesheet, personnel regulations).
	1.3 Employee asks	1.3 Employee verbalizes	1.3 Student will be able

LITERACY TASK ANALYSIS: SESSION 2, continued

for compensation.	request for compensation.	to verbalize concise statements of request supported by evidence - appropriate word choice, tone.
1.4 Employee listens to supervisor/department head for procedures to follow in getting compensated.	1.4A Employee must comprehend verbal instructions (sequenced procedure for compensation).	1.4A Student will be able to listen for sequenced information.
	1.4B Employee must question when directions are unclear.	1.4B Student will be able to ask questions to clarify directions--appropriate word choice, tone.
1.5 Employee follows procedures for getting compensation.	1.5 Employee must complete forms and follow procedure.	

STEPS are inserted in TASK 1 (negotiating pay correction) because of the verbal nature of this activity.

See Instructional Summary for description of instruction corresponding to objectives.

LITERACY TASK ANALYSIS: SESSION 2

TASK	WHAT STUDENT MUST KNOW/DO	LITERACY PROCESSES & OBJECTIVES
2 Getting paid.	2A How often/when paychecks are distributed.	2A Student will be able to read personnel manual: "Compensation". 2A:1 Student must understand key vocabulary: -bi-weekly -semi-monthly -deduction -exempt/non-exempt -voucher -accrued -differential -inclement -balance; 2A:2 Student must understand military and standard time.
	2B Duration of pay period and kinds of deductions.	2B Student must be able to read personnel manual: 2B:1 Student will locate information according to heading and paragraphing. 2B:2 Student will paraphrase information.
	2C Procedures for getting paycheck if payday is missed: -check sent Business Office (Fri.-Sun. following payday (Thurs.), -times Business Office is open	2C Student will understand sequential procedures and anticipate consequences.

LITERACY TASK ANALYSIS: SESSION 2, continued

-Mon. paycheck sent. to Accounting Office
-using ID and knowing paystation to receive check.

2D Procedures for receiving additional pay:
-voucher
-special accounts check.

2D Student will understand sequential procedures and anticipate consequences (if-then relationships).

2D:1 Student must make verbal requests and ask questions for clarification when necessary.

See Instructional Summary for description of instruction corresponding to objectives.

Session 2: Instructional Summary

Week 1 was spent introducing the program to new students, and establishing individual and class goals for the next six weeks. New students were asked to write/or dictate an essay about themselves, i.e., "Telling My Story." Returning students from Session 1 were asked to review their work from the previous six weeks with the instructor (or tutor). They were asked to re-read the goals they had established during Session 1 and add or change goals for Session 2.

Week 2

Day 1: (OBJECTIVES 1.1A:1;1.1A:2;1.1B)
Pre-Assessments were administered to new students. Returning students were given copies of check stubs (see Appendix B: Session 2/Materials 1) and taught how to calculate correctness of paycheck. Emphasis was placed on reading headings, abbreviations and groupings of information as well as computation.

Day 2: (OBJECTIVES 1.1A:1;1.1B)
Students worked in pairs to write new words from check stubs in their vocabulary notebooks and verbally paraphrase explanations of word meanings and abbreviations.

Week 3 & 4
(OBJECTIVES 1.2A;1.2B;2A;2A:1;2A:2;2B;2B:1;2B:2;2C;2D;2D:1)
The literacy processes embedded in getting paid were the emphasis of four class sessions during these two weeks (see literacy task analysis). On the first session of these two weeks students were asked to explain the procedures for getting a paycheck as if they were orienting a new worker. The instructor listed these procedures on the board. Once the entire class agreed on the thoroughness and accuracy of the procedures listed on the board they were directed to copy this information in their notebooks for future reference. For homework they were asked to think of an incident in which they had encountered problems in the process of getting paid and write about it to share in class the next day. During the second session, students were asked to share what they had written for homework in class discussion ("What problem have you encountered in being paid?"). From the class discussion the instructor listed on the board the "problems" the students shared. Copies of the "Compensation" section of the personnel manual were distributed to each student. (see Appendix B: Session 2/Materials 2). The instructor read the list of problems from the board and directed students to read the headings in the three-page handout and determine which heading might have information which should supply the solution to the problems they had encountered when getting paid. For instance, one student had discussed the problem of not knowing when and where to get her paycheck if she missed payday. She predicted that the section "Pay Days" would contain information that would

solve this problem. Another student said he had problems determining the accuracy of his pay when he worked overtime and predicted that the section "Overtime and Compensatory Time Off" would supply information that could be used in solving this problem. Students were asked to read these sections (and sometimes the instructor read the section to students) and determined what specific information from the text would be useful in solving their problems. Students were asked to underline this information in the text and to circle unfamiliar words. Students were directed to follow vocabulary notebook procedures on these unfamiliar words (see Session 1/Week 3). Students were also directed to sequence procedures. For instance, what is the first step in getting one's paycheck if payday is missed? What is the second step? Third? Students worked in pairs to develop sequence lists on the following topics:

1. Getting paid on payday.
2. Getting paid when payday is missed.
3. Determining overtime compensation.
4. Determining attendance bonus.
5. Determining shift and weekend differentials.

After students developed their own sequence lists in these five areas, instructor asked for volunteers to write these lists on the board. Class as a whole evaluated in discussion the accuracy of these lists using the text as a reference. Finally, students compared their original list of procedures for getting paid with what they now have read in the text.

Week 5 & 6 (OBJECTIVES 1.3;1.4A;1.4B)

The emphasis of these two weeks was on oral communication skills involved in negotiating pay corrections with supervisors or department heads. Students were asked to role play situations in which they were required to use specific text information as evidence to support the assertion that their were errors in the amount of pay they had received. Check stubs, timesheets and personnel regulations were considered appropriate sources of evidence to incorporate into their conversations with supervisors. Emphasis was placed on making concise statements of requests supported by evidence from these sources and using appropriate word choice and tone in verbalizing requests for compensation. Also involved in this instruction were exercises which required students to listen and then paraphrase sequenced information. As two students role played the worker/supervisor relationship, the class was asked to listen for sequenced directions and paraphrase them, as well as critique the overall quality of the role-played interaction. In the role of a worker asking for compensation or adjustment of paycheck students were instructed to ask questions to clarify information or directions given by supervisor.

No formal check-up was administered at the end of this six week period because much of the same instructional content carried over into Session 3. An appropriate check-up to administer at this time, however, would be to give students another brief section of the personnel manual, ask them to read it and then ask them to use the information in a role-playing situation to make a request of a supervisor.

SESSION 3: READING PROCEDURAL DOCUMENTS OF THE WORKPLACE

INSTRUCTIONAL CALENDAR
April 18 - May 24, 1989

	Day 1	Day 2
Week 1	Writing assignment: Taking advantage of benefits at work.	Sharing writing assignment.
Week 2	Using headings to predict information.	Paraphrasing information.
Week 3	Vocabulary development: Abbreviations; reading charts and tables.	Vocabulary development: Abbreviations; reading charts and tables.
Week 4	Solving problems with information.	Solving problems with information.
Week 5	Writing assignment.	Sharing writing assignment.
Week 6	Check-up.	Feedback on check-up.

LITERACY TASK ANALYSIS: SESSION 3

TASK	WHAT STUDENT MUST KNOW/DO	LITERACY PROCESSES & OBJECTIVES
1 Reading procedural documents of the workplace.	1A Must be able to locate and identify headings as text organizers.	1A:1 Student will be able read "Table of Contents". 1A:2 Student will understand and use conventions of text organization: -bold face type -capitalization -formatting on page
	1B Must be able to understand numerical or alphabetical sequencial listing.	1B-D:1 Student will be able verbally and in writing recall or generate a logical sequence of actions.
	1C Must be able to identify logical sequence or steps for executting a task when steps are embedded in a paragraph or prose directions.	1B-D:2 Student will be able to recognize information organized in illogical or confusing sequence. 1B-D:3 Student will be able to distinguish major from minor points in a text; major topics and subtopics; locate details.
	1D Must be able to infer information for executing a task when directions are not explicitly stated.	1B-D:4 Student will be able to ask questions for clarification. 1B-D:5 Student will be able to anticipate consequences, supply missing information, and generate alternative actions for solving problems.
	1E Must know key vocabulary and be able to determine the	1E:1 Student will be able to use context for guessing word meanings.

LITERACY TASK ANALYSIS: SESSION 3, continued

meaning of unfamiliar words.	1E:2 Student will be able to use dictionary.

See Instructional Summary for description of instruction corresponding to objectives.

Session 3: Instructional Summary

Week 1

Day 1: (OBJECTIVES 1B-D:1;1B-D:2;1B-D:3)
Students were asked to write in class (either individually or by dictation) about one experience they have had related to using the benefits offered by the employment setting. Students were asked to describe an incident when they took a leave of absence, filed insurance, went to the health clinic or used any other benefit offered. They were asked to describe the circumstances surrounding the use, what procedures they followed, how they felt and any outcomes of the experience.

Day 2: (OBJECTIVES 1E:1;1E:2)
Students shared and discussed their writing in small groups. Each group was asked to select several "important words" from each students' essay. A list of important words was put on the board representing contributions from each group. It was also determined through class discussion which benefits at the hospital were most frequently used and which were least frequently used. Students recorded the word lists in their notebooks, discussed word meanings, use, and pronunciation including some structural analysis of the words.

Week 2

Copies of the "Benefits" section (see Appendix B: Session 3/Materials 1) of the hospital personnel manual were distributed to students. This, in addition to what students wrote, became the instructional text for the remaining weeks of this session.

Day 1: (ALL OBJECTIVES)
Students were directed to focus on the many conventions used to organize these twelve pages of information:

1. Bold faced, dark type headings
2. Capitalization of subheadings
3. Use of numbers to list information
4. Italicized print
5. Charts

The instructor in class discussion pointed out these five aspects of this texts and explained how these conventions were used to make locating and reading information easier. The instructor then asked the class a series of questions such as:

- On what pages would you find information about taking time off from work?
- What headings are used to organize information?
- What information do you understand about taking time off simply by reading headings and subheadings?
- Are charts used to convey information?

Instructor wrote answers to these questions on the board. Again, a list of "important words" was generated, discussed, and recorded in student notebooks.

Day 2: (ALL OBJECTIVES)
Students were asked to read carefully the sections they identified yesterday as related to taking time off from work (Sick Leave, Holidays, Vacations, Leaves of Absence). The class was divided into four groups and assigned a section to read, discuss, and identify key points and vocabulary to share with the rest of the class. Students followed directions on worksheet (see Appendix B: Session 3/Materials 2) distributed to each group. Some of the work was completed as homework.

Week 3

Day 1: (OBJECTIVES 1B-D:1;1B-D:2;1B-D:3;1B-D:4;1B-D:5)
Students shared group work from previous week with class. Before each group shared the entire class read the section of the text under scrutiny and posed questions to the group making the presentation. Most questions related to specifics of the information contained in each section.

Day 2: (OBJECTIVES 1B-D:1;1B-D:2;1B-D:3;1B-D:4;1B-D:5)
Students were given the follow assignment:

> You or a member of your family is sick. What benefits as an employee at this hospital are available to you?

Before completing a worksheet of activities related to the text in answering this question, students were asked to discuss personal experiences such as this one, what they did to seek help, and whether they used the benefits offered by this hospital. As students discussed their experiences, the instructor wrote abbreviated versions of their stories on the board and sequenced steps of actions involving the use of the health clinic, filing for insurance, applying for workers compensation or whatever procedures students described. Students were then asked to identify in the text which sections (pages and headings) would contain necessary information in the event of illness. Students were asked to read these sections before the next class session the following week. They were asked to underline as they read any information they considered especially important.

The instructor copied the stories told by the students in class and the steps of solving their problem. These were typed and used later during Week 4.

Week 4

Day 1: (OBJECTIVES 1B-D:1;1B-D:2;1B-D:3;1B-D:4;1B-D:5)
Students completed a worksheet in small groups related to the sections of the text: Employee Health Clinic, Workers' Compensation, Insurance (see Appendix B: Session 3/Materials 3). The instructor and/or volunteer tutor joined each group to facilitate completing these worksheets, answer questions, and encourage students to paraphrase in discussion and writing what they read.

Day 2: (OBJECTIVES 1B-D:1;1B-D:2;1B-D:3;1B-D:4;1B-D:5)
Typed copies of the problems and procedures students had described from personal experience were distributed and compared with procedures and directions explained in the personnel manual. This activity allowed students to relate their own experiences to the information in the text in terms of its similarities and differences, and to offer suggestion for re-writing, clarifying, changing or deleting information currently in the personnel manual. This also allowed students to determine if any opportunities for benefits existed which they had previously been unaware.

Week 5 Students were divided into groups and asked to select one heading from the "Benefits" section to read and then rewrite as if communicating to a new employee but in terms more understandable (and perhaps with additional information).

Day 1: (OBJECTIVES 1B-D:1;1B-D:2;1B-D:3;1B-D:4;1B-D:5)
At the end of class on Day 1 these student-composed sections were collected by the instructor and copies were made to distribute to the entire class on Day 2.

Day 2: (ALL OBJECTIVES)
Students read and shared what they had written. The entire class made suggestions for adding information or making changes. The primary focus of this activity was upon responding to content and not mechanics of what students had written although some comments were made about spelling, punctuation and sentence structure. The instructor collected these changes at the end of class and had the student-composed sections typed, stapled and distributed as a booklet in class during week six.

Week 6

Day 1: (ALL OBJECTIVES)
Students were administered a quiz on reading procedural documents (see Appendix B: Session 3/Materials 4).

Day 2: (ALL OBJECTIVES)
Students received feedback on their performance on this quiz and answers were reviewed in class. At the end of class, students discussed what they felt they had learned during this six weeks and what they liked and disliked about the class.

SESSION 3: WORKSHEET

Group Work: Taking Time Off

1. Which section are your reading?

2. Underline in the section the information you think is most important. What would you explain to a new employee?

3. Write this information in your own words as you would explain it to a new employee (may be dictated).

4. In what ways was the information in this section organized? A chart? Numbered lists? Italicized print?

5. Is there any information in this section that you disagree with or that, based on your experience, you would change? Please explain.

6. Circle five important words in your section. Copy the sentences in which these words are contained in your notebook. What do these words mean? List two other words that could of been used instead of this word without changing the meaning of the sentence.

SESSION 3: WORKSHEET

EMPLOYEE HEALTH CLINIC

1. Underline the sentences in the text which tell you what procedures to follow if you are sick.

2. List the two steps involved in going to the clinic.

3. What must you do if you have lost your blue hospital card?

4. Why is the clinic opened from 7:00am to 8:00am according to the text?

5. What information from this section would you tell a new employee at the hospital?

6. What other information would you tell a new employee about the health clinic? Should this other information be added to the personnel manual?

WORKERS' COMPENSATION

1. There are four major points an employee must follow in order to receive Workers' Compensation. What are they? Explain and write them in your own words.

2. What happens if an employee does not follow these guidelines?

3. What information is contained in the chart?

4. Where is the senior president of orthopedic surgery located?

INSURANCE

1. How is the information in this section organized?

2. Read one of the numbered sections and in your own words write the important points it contains.

SESSION 3/MATERIALS 3

3. Find at least five new words. Circle them in the text and copy them in your notebook. Read the sentences in which these words are contained. What do you think these words mean? What other words could be used in their place? Write the answers to these questions in your notebook.

SESSION 4: READING PROCEDURAL DOCUMENTS OF THE WORKPLACE

INSTRUCTIONAL CALENDAR
May 30 - July 5, 1989

	Day 1	Day 2
Week 1	Students wrote step-by-step description of accomplishing a task of the workplace: - Sequencing directions verbally and in writing - Identifying details	Students shared step-by-step descriptions: students completed pages 2-4 in "Method of The Week" (See Materials) Homework: page 9
Week 2	Pages 10-12 "Method Of The Week"	Solving problems in the worksetting -Giving oral directions -Determining factors (details) contributing to a problem and generating options for solutions.
Week 3	Presentations to class: problems and solutions	Pages 13-15 "Method of the Week" Homework: Page 16
Week 4	Page 17 "Method Of The Week" Pages 18-19 Homework: Page 20	Vocabulary workbooklet (see Appendix B: Session 4/ Materials 3) Homework: Assignment #2
Week 5	Students chose either assignment #3 or #4 in vocabulary workbooklet.	Page #6 "Daily Vacuuming"; Check-up on reading directions.
Week 6	7/4 Holiday	7/5 Holiday

LITERACY TASK ANALYSIS: SESSION 4

TASK	WHAT STUDENT MUST KNOW/DO	LITERACY PROCESSES & OBJECTIVES
1 Reading procedural documents of the workplace.	1A Must be able to locate and identify headings as text organizers.	1A:1 Student will be able to read "Table of Contents". 1A:2 Student will understand and use conventions of text organization: -bold face type -capitalization -formatting on page.
	1B Must be able to understand numerical or alphabetical sequential listing.	1B-D:1 Student will be able to verbally and in writing recall or generate a logical sequence of actions.
	1C Must be able to identify logical sequence or steps for executing a task when steps are embedded in a paragraph or prose directions.	1B-D:2 Student will be able to recognize information organized in illogical or confusing sequence.
	1D Must be able to infer information executing a task when directions are not explicitly stated.	1B-D:3 Student will be able to distinguish major from minor points in a text; major topics and subtopics; locate details. 1B-D:4 Student will be able to ask questions for clarification. 1B-D:5 Student will be able to anticipate consequences, supply missing information, and generate alternative actions for solving problems.
	1E Must know key vocabulary and be able to determine the meaning	1E:1 Student will be able to use context for guessing word meanings.

LITERACY TASK ANALYSIS: SESSION 4, continued

of unfamiliar words.

1E:2 Student will be able to use dictionary.

See Instructional Summary for description of instruction corresponding to objectives.

Session 4: Instructional Summary

Copies of a booklet of worksheets on workplace procedural documents entitled "Method of The Week" was distributed. This booklet provided the focus for the upcoming six weeks of instruction. Even though the "Method of The Week" documents were taken from the housekeeping department, the strategies for reading and responding to such directional text was universal across food service and laundry departments. Furthermore, instruction was supplemented with problem-solving scenarios from all three departments (see Appendix B: Session 4/Materials 1 and 3).

Week 1

Day 1: (ALL OBJECTIVES)
In class, students completed introductory page of "Method of the Week". For homework, they were asked to write a step-by-step description to a new employee on how to dust mop. Food service and laundry workers were asked to write a step-by-step description for completing a task in their department.

Day 2: (ALL OBJECTIVES)
Students were asked to share their step-by-step descriptions in class and then complete in class discussion and individually pages 2-4 of "Method of the Week". Homework: Page 9 - "Method of the Week".

Week 2

Day 1: (ALL OBJECTIVES)
Homework assignment was shared in small groups in class. Students were asked to work in small groups on pages 10-12 of "Method of the Week".

Day 2: (ALL OBJECTIVES)
Students were grouped according to their area of work--laundry, food service, or housekeeping. Each group was given a problem-solving scenario to read, discuss and ultimately, delineate and list steps and options for solving the given problem (see Appendix B: Session 4/Materials).

Week 3

Day 1: (ALL OBJECTIVES)
Each group from previous week (food service, laundry, housekeeping) was asked to present to the entire class their problem scenario and solution. This required students to both verbalize a problem and convey sequenced directions for solving the problem. The class was asked to listen carefully and construct at least one question to the presenters about their solution, i.e., clarification, consequences, rationale.

Day 2: (ALL OBJECTIVES)
Class as a whole completed page 13 of "Method of the Week" by dictating and writing responses on the board. Then students read page 14 and as a class answers questions on page 15. Page 16 was assigned for homework.

Week 4

Day 1: (ALL OBJECTIVES)
Class as a whole completed page 17 of "Method of the Week" by dictating and writing responses on the board. Then students read page 18 and as a class answered questions on page 19. Page 20 was assigned for homework.

Day 2: (OBJECTIVES 1E:1;1E:2)
A worksheet on vocabulary was distributed (see Appendix B: Session 4). Assignment #1 was completed in class. Students shared their writing with each other and small groups. Students were directed to complete Assignment #2 for homework.

Week 5

Day 1: (OBJECTIVES 1E:1;1E:2)
Students were directed to complete either assignment 3 or 4 from the Vocabulary worksheet.

Day 2: (ALL OBJECTIVES)
Students were asked to turn to page 6 of "Method of the Week" and read "Daily Vaccumning" directions. They were then asked to answer without assistance a number of questions about what they read. Answers were collected and graded by instructor to determine the degree each student could independently read and understand a written sequence of directions.

Week 6 Fourth of July Holiday - NO CLASS.

SESSION 5: INTEROFFICE COMMUNICATIONS/MEMOS

INSTRUCTIONAL CALENDAR
July 11 - August 16, 1989

	Day 1	Day 2
Week 1	Discussion and writing on "My Biggest Problem at Work"	Student essays shared and analyzed in class
Week 2	Problem-solving scenario read and discussed. Homework: Writing assignment	Student essays shared and analyzed in class. Paragraph describing step-by-step procedures for completing a work-related task was discussed and analyzed. Homework: Writing assignment.
Week 3	Previous week's homework assignment was shared and discussed. Students analyzed interoffice communication: - standard format - abbreviations - gist and sequence of details in context - key vocabulary/context guessing	Continuation of activities planned for Day 1.
Week 4	Additional interoffice communication was distributed. Students asked to compare and contrast with previous memo.	Students wrote their own memo related to their essay " My Biggest Problem At Work".
Week 5	Copies of student-generated essays were distributed and analyzed: - format and abbreviations - gist and sequence of - details - key vocabulary/context guessing	Copies of student-generated essays were distributed and analyzed: - format and abbreviations - gist and sequence of details - key vocabulary/context guessing
Week 6	"Check-up" on reading memo.	Feedback on "check-up".

LITERACY TASK ANALYSIS: SESSION 5

TASK	WHAT STUDENT MUST KNOW/DO	LITERACY PROCESSES & OBJECTIVES
1 Reading interoffice communications.	1A Must understand text organization. 1B Must understand standard abbreviations.	1A-B Student will be able to understand conventions of written interoffice communications: -format -abbreviations -boldfaced/darkened type
	1C Must understand a sequence of written directions.	1C:1 Student will be able to verbally restate a sequence of directions in memo. 1C:2 Student will be able to locate a sequence of directions in memo (details). 1C:3 Student will be able to restate in writing a sequence of directions in memo. 1C:4 Students will be able to guess (using context) the meanings of unfamiliar words.
	1D Must understand overall message (gist) of text.	1D:1 Student will be able to summarize verbally the information in the memo citing main points. 1D:2 Student will be able to write a paraphrase of the information in the memo citing main points.

LITERACY TASK ANALYSIS: SESSION 5, continued

1E Must be able to determine missing or unclear information in text.	1E Student will be able to generate verbally and in writing questions about the memo topic which are NOT explained.
1F Must be able to locate & use information in text to give directions or ask questions.	1F Student will be able to locate information in the text which will enable them to formulate a plan for locating information not provided.

See Instructional Summary for description of instruction corresponding to objectives.

Session 5: Instructional Summary

Week 1

Day 1: (OBJECTIVES 1D:1;1D:2;1E;1F)
Students were asked to discuss "My Biggest Problem at Work" and then asked to write about this topic. Some students dictated to tutors, instructor or other students. When writing was complete, instructor selected several essays to have typed and distributed them to the class on Day 2.

Day 2: (OBJECTIVES 1D:1;1D:2;1E;1F)
Class was asked to read silently, the student generated essay on "My Biggest Problem at Work". Instructor asked for a volunteer to read the essay aloud to the class. Students were then asked to discuss questions about the text requiring them to restate the gist of the text and report any sequence of events described in the text (see Appendix B: Session 5/Materials 1).

Week 2

Day 1: (ALL OBJECTIVES)
A problem-scenario was distributed to students to read aloud and discussed in class (see Appendix B: Session 5/Materials 2). The scenario described a situation in which the main character was seeking a job and then failed to get it. Discussion ranged from preparing for job interviews to the more general topic of handling disappointment. To facilitate specifics in discussion. Students were asked to roleplay this situation. Instructor listed on the board the range of feelings and behaviors generated by students. For homework students were asked to write about "How You Feel and What You Do When You Don't Get What You Want".

Day 2: (ALL OBJECTIVES)
Students were divided into groups and asked to read about what they wrote. Members of the group were asked to restate to the writer what they understood the writer to be describing in his or her essay. Members of the group were also directed to ask the writer at least one question which would either clarify or collaborate upon what they had written. As a brief, out-of-class exercise the instructor distributed a student-written paragraph describing steps for completing a specific work-related task. Students answered questions about the paragraph (see Appendix B: Session 5/Materials 3) and, for homework, were instructed to write a similar step-by-step description for completing a task.

Week 3

Day 1: (ALL OBJECTIVES)
Briefly at the beginning of class several students were asked to read aloud the homework assignment from Week 2 (step-by-step description of job-task). Instructor focused students on specific details and sequence.

Day 2: (ALL OBJECTIVES)
Copies of actual inter-office communication on smoking cessation was distributed to class (see Appendix B: Session 5/Materials 4). Instructor directed students to standard text format and abbreviations. Worksheets of questions (see Appendix B: Session 5/Materials 4A & 4B) were distributed and completed in class discussion and homework.

Week 4

Day 1: (ALL OBJECTIVES)
Copies of another actual work interoffice communication was distributed (see Appendix B: Session 5/Materials 5) for discussion, class was asked to examine this memo and the smoking cessation memo for similarities and differences in format and context. Worksheet (see Appendix B: Session 5/Materials 5A) was distributed. Students were asked to work with a partner in class on answering questions and then complete remaining questions for homework.

Day 2: (ALL OBJECTIVES)
Homework was reviewed in class. Students were then asked to refer back to the essay they wrote on "My Biggest Problem At Work" (Week 1 - Session 5). Students were asked to write an interoffice communication/memo to someone related to the "problem" they have described. Student-generated memos were collected to be typed and distributed to class at the first session of Week 5.

Week 5

Day 1 and 2: (ALL OBJECTIVES)
Copies of student-generated memos were distributed. Students were asked to read the memos (some orally and some silently). A worksheet of five questions was distributed to be completed related to each memo. (See Appendix B: Session 5/Materials 6A,6B,6C,6D). Class format varied. Some time was spent in small groups completing this activity and some time students worked individually with instructor and tutors circulating throughout the room.

Week 6

Day 1: (ALL OBJECTIVES)
Students were given a memo to read and answer questions about without the assistance of tutors, classmates or instructor. (See Appendix B: Session 5/Materials 7).

Day 2: (ALL OBJECTIVES)
Students reviewed feedback on their performance on this exercise.

SESSION 6: READING UNIVERSAL SAFETY PRECAUTIONS

INSTRUCTIONAL CALENDAR
August 22 - September 28, 1989

	Day 1	Day 2
Week 1	Role-playing demonstrations of safety precautions from each department: - sharing and writing about personal experiences related to safety procedures.	"Needle Disposal Policy" - text organization - paraphrasing - sequencing.
Week 2	Role-playing demonstrations using Sharps container.	Work Scenario #1: "Handwashing"
Week 3	Precautions #2: "Masks"	Precautions #3: "Gowns"
Week 4	Universal Precautions: Part II: "Gloves and Bagging of Articles"	Universal Precautions: Part II: "Gloves and Bagging of Articles"
Week 5	Check-up #3: "Gloves and Bagging of Articles"	Feedback on check-up 3 and review of activities in session 6
Week 6	Post-assessment	Post-assessment

LITERACY TASK ANALYSIS: SESSION 6

TASK	WHAT STUDENT MUST KNOW/DO	LITERACY PROCESSES & OBJECTIVES
1 Reading "Needle Disposal Policy".	1-5 Student must be able to read and implement a sequenced set of directions.	1-5A-D:1 Student will be able to comprehend sequence of specific steps.
2 Reading "Universal Precautions: Gloves".	1-5 Student must be able to ask questions for clarification.	1-5A-D:2 Student will be able to summarize information read.
3 Reading "Universal Precautions: Hand-washing".	1-5 Student must be able to listen and comprehend a verbal set of sequenced directions.	1-5A-D:3 Student will be able to paraphrase information read.
4 Reading "Universal Precautions: Masks".	1-5 Student must be able to verbalize a set of sequenced directions.	1-5A-D:4 Student will be able to figure out word meanings from context.
5 Reading "Universal Precautions: Articles".		1-5A-D:5 Student will be able to use the dictionary to find out word meanings.
		1-5A-D:6 Student will be able to understand and use signal words in sequenced directions such as "First", "Then", "The next step".

See Instructional Summary for description of instruction corresponding to objectives.

Session 6: Instructional Summary

Week 1

Day 1: (ALL OBJECTIVES)
Discussing and writing about (either individually or by dictation) safety policies in each of the respective departments of the hospital. Students were asked to describe specific safety procedures in their department as if they were explaining to a new employee. Role-playing was used to facilitate this activity.

Day 2: (ALL OBJECTIVES)
Copies of the "Needle Disposal Policy" were distributed (see Appendix B: Session 6/Materials 1). Students were directed to read this text. Text organization--use of headings, lettering and numbering--were noted and discussed in class. The sequence of procedures described were listed on the board for each section of the policy. Key vocabulary was noted, discussed and listed in notebooks.

Week 2

Day 1: (ALL OBJECTIVES)
Students role-played demonstrations of the use of the Sharps container. One student played a new employee and the other played the role of an experienced worker explaining the needle disposal policy as it is implemented using the Sharps container. The class referred to the text "Needle Disposal Policy" as a guide to critiquing the role-playing. Emphasis was placed upon accuracy and clarity of giving verbal directions as they corresponded to the directions of the text. In this process students were expected to verbally paraphrase the text. Emphasis was also placed upon asking questions to clarity directions.

Day 2: (ALL OBJECTIVES)
Work Scenario #1: "Handwashing" was distributed (see Appendix B: Session 6/Materials 2).

Week 3

Day 1: (ALL OBJECTIVES)
Students were divided into small groups and asked to complete Precautions #2: "Masks" (see Appendix B: Session 6/Materials 3).

Day 2: (ALL OBJECTIVES)
Students completed Precautions #3: "Gowns" (see Appendix B: Session 6/Materials 4).

Week 4

Day 1 and 2: (ALL OBJECTIVES)
Students completed the activities related to Universal Precautions Part II: "Gloves and Bagging of Articles" (see

Appendix B: Session 5/Materials 5).

Week 5

Day 1: (ALL OBJECTIVES)
"Check-up #3" was administered to students (see Appendix B: Session 5/Materials 6). Additional copies of "Gloves" and "Bagging of Articles" were distributed in order to complete this activity.

Day 2: (ALL OBJECTIVES)
Students received feedback on the check-up and as a class reviewed the activities they had completed this session.

Week 6 Post-Assessment on entire six sessions.

SUPERVISORS' CLASS: READING "STANDARDS OF CONDUCT" AND WRITING WARNINGS

INSTRUCTIONAL CALENDAR
May 2 - June 27, 1989

	Day 1	Day 2
Week 1	Introductions Share personal data Set context: instructor Share needs & expectations of class Assignment: Encounters as a supervisor: What you'd like to change.	Assessment Follow-up on Day 1 assignment; brainstorm solutions to two incidents
Week 2	Self-description (oral): (group members) Generalizations (group members) Hospital "Standards of Conduct": read selectively, define confusing words.	Self-description (oral). Generalization (volunteers) Components of a verbal warning: (Put on newsprint) small group practice in delivery warnings.
Week 3	Self-description (oral) Generalization (volunteers) The verbal warning: write the story of one, or of a verbal encounter; "Standards of Conduct": continue reading, add to vocabulary list, use of quotation marks: explain & implement.	The verbal warning: use of quotation marks (handout) Use of vocabulary from "Standards of Conduct"; generate synonyms (work in pairs).
Week 4	Collaborative pre-writing. Newspaper article: Overcrowding at the hospital; Writing assignment: reprimand, or training manual for supervisors, or writing a compliment to an employee.	Expand vocabulary; envision job after renovation Newspaper article: Hospital emergency clinic; define vocabulary & look for synonyms (use thesaurus)

Week 5	Work collaboratively on writing assignment. Use vocabulary from "Standards of Conduct". Practice proofreading each other's writing assignments, vocabulary words to look up before next time.	To learn verbal models for community with employees. To learn to use specific data to support one's statements.
Week 6	Self-description (oral) group members; Generalization regroup (a volunteer); Following 5/31 model, write a memo complimenting an employee.	Introduce instructor of employees' classes. Enlist supervisors'support for employees striving to increase their educational level
Week 7	Consultant visit No class	To learn skills for interviewing prospective employees To use Hospital interview forms as a form of evaluation
Week 8	Post assessment in reading and writing.	Closing discussion: informal evaluation of classes.

Instructional Summary: Supervisors' Class

Week 1 (1A-B:ALL OBJECTIVES)

The first week was spent introducing the program, administering the assessment instruments, and sharing the expectations of the instructor and of the students in respect to the class. Class members were instructed to begin to pay close attention to the encounters they have as exercises which continued throughout the 8 weeks. These exercises were aimed at helping supervisors observe their own interpersonal style and possibly change the language which they were using in dealing with employees. Week 1 also saw the first use of a Hospital document called "Standards of Conduct" (see Appendix B: Supervisors' Class/Materials 1). This document outlines 34 violations of the code of conduct by which Hospital employees are expected to abide and details disciplinary procedures.

Weeks 2-5 (2A-E:ALL OBJECTIVES)

During weeks 2 through 5, writing and vocabulary were emphasized and a cooperative learning model was implemented. One assignment asked the supervisors to write the story of a verbal encounter or a verbal warning, as defined in "Standards of Conduct." A collaborative writing assignment also was given around that document:

> Write a reprimand of an employee, using the language from "Standards of Conduct".
>
> or
>
> Outline a proposal suggesting appropriate training procedures for new supervisors. (Whichever option you choose, write a rough draft, read it aloud to someone, make any changes you wish, and rewrite.)

On another day, a writing assignment focused on vocabulary:

> Please write a warning to one of your employees. Use several of the words from the Standards of Conduct document. When you have finished, read your paper aloud to someone. Make any changes you wish and then rewrite the warning.

A fourth writing assignment was based on a newspaper article about renovation at the Hospital:

> Read the article which appeared in the Atlanta Constitution on May 24. Pull out vocabulary words and look for synonyms in the thesaurus. Write about how the renovation will affect the jobs of hospital employees.

Weeks 5-6 (1B:1;1B:2)

During the fifth and sixth weeks two class sessions occurred which emphasized communication between supervisors and employees. A verbal model was presented which, if used, should help the supervisors to communicate information and corrections to employees without causing them to become defensive:

> "When you____(act in a certain way), I feel____ (confused, glad, upset, etc.) because____."

There was much discussion about how good we feel when superiors acknowledge tasks well done or helpful attitudes. The writing assignment for that day:

> Write a memo complimenting an employee.

In a follow-up discussion a week later, four supervisors reported that they had given compliments to employees either in writing or verbally. The supervisors said that the response was enthusiastic, and that one employee was delighted and working harder than ever.

One person, a female supervisor, reported that she used the model with her supervisor, who was blaming her for something she had nothing to do with. She felt that using this model with her supervisor allowed her to state her position without getting angry. Her supervisor stopped and listened and they worked it out.

Week 7 (1B:1;1B:2)

Class activities for Week 7 focused on interview skills. How do we interview a prospective employee? The instructor brought interview forms used by the Food Service and Security. She pointed out that such a form would be used for ongoing evaluation. The subsequent discussion centered around:

> What qualities do you look for in a good employee. What might you ask to find out if the applicant has a certain quality?

Class members then worked in pairs, asking each other the questions they had generated.

Week 8

During Week 8, the post assessment was given: a reading cloze test and a writing sample. Both of these assessments were the same format as the pre-tests, but with different content.

LITERACY TASK ANALYSIS: SUPERVISOR's CLASS

TASK	WHAT STUDENT MUST KNOW/DO	LITERACY PROCESSES & OBJECTIVES
1 Read and understand "Standards of Conduct."	1A Supervisor reads "Standard of Conduct."	1A:1 Student will be able to recognize task-related words, i.e., "reprimand."
		1A:2 Student will be able to recognize process words, i.e., "consequences."
		1A:3 Student will be able to recognize behavioral words, i.e., "infraction."
		1A:4 Student will be able to locate information within text.
		1A:5 Student will be able to use headings to locate information.
		1A:6 Student will be able to recognize outline from use in text.
		1A:7 Student will be able to scan text to focus on useful information.
		1A:8 Student will be able to distinguish between relevant and irrelevant information.
	1B Supervisor relates information from text to situation.	1B:1 Student will be able to compare text material with behavior of employee.

LITERACY TASK ANALYSIS: SUPERVISOR's CLASS, continued

		1B:2 Student will be able to select appropriate section of text for use.
2 Written Warning.	2A Observe behavior.	2A:1 Student will be familiar with acceptable standards.
		2A:2 Student will be accessible to workers.
		2A:3 Student will be aware of details of performance.
	2B Contrast behavior with "Standards of Conduct".	2B Student will be familiar with "Standards of Conduct".
	2C Use "Standards of Conduct" to describe deviation.	2C Student will choose appropriate section of text.
	2D Enter appropriate information on paper.	2D:1 Student will select relevant details.
		2D:2 Student will sequence information in appropriate order.
		2D:3 Student will summarize events and precise dialogue where where appropriate.
		2D:4 Student will write in sentence form.
	2E Proofread warning.	2E:1 Student will read aloud.
		2E:2 Student will use peer review.

LITERACY TASK ANALYSIS: SUPERVISOR's CLASS, continued

2E:3 Student will use dictionary and thesaurus.
2E:4 Student will correct spelling, grammar and punctuation.

2F Rewrite warning.

2F:1 Student will use appropriate format.

2F:2 Student will use appropriate hospital form.

See Instructional Summary for description of instruction corresponding to objectives.

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APPENDICES

APPENDIX A

Cloze Reading Pre-Test

Read each paragraph. Reread the paragraph and choose the word that belongs in each blank. Draw a circle around the letter in front of that word.

Example:

The EAP helps ___1___ and family members....

1. a. with
   b. employees
   c. EAP
   d. women

Try each word in the blank marked 1. The sentence does not make sense when you read "with" or "EAP" in the blank. The sentence is not true when you read "women" in the blank. The sentence is correct when you read "employees" in the blank. Draw a circle around "b." because the word that belongs in the blank is "employees." Reread the sentence to be certain you have made the correct choice.

I. The EAP helps ___1___ and family members with stress ___2___ prescription drug problems, as ___3___ as alcohol, illegal drug ___4___, marital problems, financial and ___5___ problems.

1. a. with
   b. employees
   c. EAP
   d. women

2. a. are
   b. but
   c. and
   d. not

3. a. well
   b. were
   c. when
   d. what

4. a. prescriptions
   b. buying
   c. programs
   d. problems

5. a. little
   b. children
   c. legal
   d. lawyer

II. No information given to the ___6___ by an employee will be ___7___ to the Company unless that ___8___ authorizes release. The only ___9___ released to the Company ___10___ be that which is___11___ to enable the employee ___12___ return to work.

6. a. hospital
   b. employee
   c. EAP
   d. supervisor

7. a. released
   b. ready
   c. recognized
   d. really

8. a. EAP
   b. supervisor
   c. enable
   d. employee

9. a. instruction
   b. interest
   c. involvement
   d. information

10. a. with
    b. well
    c. will
    d. went

11. a. necessary
    b. never
    c. unnecessary
    d. notify

12. a. too
    b. of
    c. on
    d. to

III. The Company or group ___13___may pay for ___14___ of the program; the ___15___ will have to pay ___16___ what is not covered ___17___ insurance.

13. a. financial
    b. insurance
    c. employee
    d. problem

14. a. all
    b. none
    c. part
    d. pay

15. a. hospital
    b. supervisor
    c. insurance
    d. employee

16. a. for
    b. to
    c. from
    d. with

17. a. in
    b. buy
    c. for
    d. by

IV. The EAP is a voluntary ___18___ and employees cannot be ___ 19___ to participate. Participation cannot be ___20___ as a basis to deny promotion.

18. a. participate
    b. promotion
    c. program
    d. problem

19. a. ordered
    b. voluntary
    c. denied
    d. participate

20. a. unless
    b. told
    c. force
    d. used

Cloze Reading Post-Test

Read the paragraph with the blanks in it. The reread the paragraph and decide which word goes in the blank. Draw a circle around the letter in front of that word. Reread the sente.ce to be certain the word makes sense.

I. Due to an___1___ on December 20, 1989, all ___2___ received an extra pay ___3___ of accrued vacation and ___4___ leave. To correct this ___5___, we have adjusted your ___6___ balances to subtract the ___7___ accrual. The corrected balances ___8___ on your paycheck stub which ___9___ are receiving today, February 15, 1989. ___10___ you have any questions ___11___ this adjustment, please ___12___ the Payroll Department at ___13___ 5-3892.

1. a. extra
   b. error
   c. every
   d. entry

2. a. patients
   b. doctors
   c. employees
   d. students

3. a. period
   b. check
   c. deduction
   d. stub

4. a. hospital
   b. hourly
   c. security
   d. sick

5. a. payroll
   b. error
   c. accident
   d. social

6. a. social security
   b. deductions
   c. benefits
   d. gross pay

7. a. correct
   b. extra
   c. check
   d. incorrect

8. a. will
   b. is
   c. are
   d. was

9. a. he
   b. she
   c. I
   d. you

10. a. If
    b. At
    c. In
    d. Of

11. a. regarding
    b. researching
    c. returning
    d. repeating

12. a. come
    b. can
    c. claim
    d. call

13. a. telephone
    b. address
    c. extension
    d. office

II. If you are ___1___ from or late reporting to scheduled ___2___ due to extreme weather ___3___ (such as ice and ___4___), and you are not ___5___ to make up the lost ___6___ during the same work ___7___, you are entitled to use accrued vacation or holiday(s) time.

1. a. angry
   b. absent
   c. about
   d. accrual

2. a. weather
   b. week
   c. work
   d. wood

3. a. conditions
   b. schedules
   c. holidays
   d. forecasts

4. a. snail
   b. snore
   c. snoop
   d. snow

5. a. returned
   b. rescheduled
   c. regarded
   d. repeated

6. a. time
   b. year
   c. month
   d. season

7. a. weak
   b. walk
   c. wink
   d. week

Process Writing Pre-Test

Write a paragraph below telling what you would do if you had a complaint against someone. Explain the complaint and the action you would like to have taken.

111

Process Writing Post-Test

Write a paragraph telling about what job you would like to have at Grady. Why would you like to have that job? Do you plan to apply for that job? If not, why not?

Process Writing Scoring Guide

6 Ideas are very well developed and expressed.
The writing has fully developed structure.
The ideas are connected logically and are well organized.
There is good sentence variety and expression.

5 Ideas are fairly well developed and expressed.
The writing has a discernible structure.
The ideas are connected logically, but they are not so fully developed or so well organized as score 6 papers.

4 Ideas are only loosely connected or not developed.
The structure may be disjointed, but what is provided is clearly more than a list.
The ideas are relevant but are not developed or expressed well.
The sentence structure may be repetitive.

3 Ideas lack development.
The writing often merely lists ideas.
The phrasing and sentence structure are repetitious.

2 Ideas have little or no relationship to the topic.
An idea or a list is provided that is not connected logically to the topic.

1 Lack of ideas.
All that is presented is a restatement of the question or topic to be addressed.

UN Undecipherable

BL Blank

Adapted from Zurn (1987).

Oral Communication Pre-test

Pretend that you are talking with you supervisor. Ask to take some vacation time off you job. Explain the time you want to take off and why.

Oral Communication Post-Test

Now that you have finished the Grady Jobs Skills Enhancement Course, please tell me what you have learned in the class. Have you changed in any way? If so, how? How will you use what you have learned here at Grady?

Oral Communication Comprehensibility Rating Scale

Form

Style of expression	1 Too casual Too formal	2	3	4	5 Appropriate
Clarity of Expression	1 Unclear	2	3	4	5 Comprehensible

Content

Suitability of content	1 Unsuitable	2	3	4	5 Suitable
Accuracy of information	1 Inaccurate	2	3	4	5 Accurate
Amount of information	1 Too little Too much	2	3	4	5 Appropriate
Logical sequence of information	1 Incorrect	2	3	4	5 Correct
Adequacy of rationale/ explanation (optional)	1 Inadequate	2	3	4	5 Adequate

Total Oral Communication Score _____

Adapted from Cohen (1980).

APPENDIX B

THE FULTON-DEKALB HOSPITAL AUTHORITY
PERSONNEL "YELLOW PAGES"

This listing provides information about employee benefits and personnel procedures. Keep it for handy reference, and from now on "let your fingers do the walking."

ADMISSION AS AN IN-PATIENT

Take the pink elective admission sheet provided by the clinic to the Admitting Department, then to Personnel, Room B-107, where further assistance will be given.

ATTENDANCE BONUS:

Questions should be directed to the Payroll Office, ext. 53892

CHANGE OF NAME and/or ADDRESS:

Forms are available in Personnel, Room B-107.

CHECK-CASHING:

With a Grady ID card, personal checks up to $50.00 may be cashed at the hospital Post Office between 0800 hrs. and 1600 hrs. Monday-Friday, except holidays.

COUNSELING SERVICES:

Go to Personnel, Room B-107, ext. 54161, or Employee Relations, Room B-74, ext. 53838.

CREDIT UNION:

Hours are 0715 hrs.-1100 hrs. and 1300 hrs.-1600 hrs. Monday through Friday except holidays.

DISCOUNTS ON ENTERTAINMENT EVENTS:

Available in Employee Relations Office, B-74.

EMPLOYEE HANDBOOK:

May be obtained in Personnel, Room B-107.

EMPLOYEE HEALTH CLINIC:

Obtain a clinic authorization slip from your supervisor and take it, with your hospital card, to the clinic, Area 400-F.

EXIT INTERVIEWS ON TERMINATING EMPLOYMENT:

Make appointment with Exit Interviewer by calling ext. 54386.

GARNISHMENT OF WAGES:

Questions concerning the amount involved should be directed to the Accounting Department, ext. 54046.

GRIEVANCES and COMPLAINTS:

See your supervisor or the Director of Employee Relations, Room B-74.

IDENTIFICATION (ID) CARDS:

For all employees new I.D. cards are made at the following times in Room B-1600: each Monday from 1430 hrs.-1600 hrs., the second Tuesday of each month from 1530 hrs.-1615 hrs., and the fourth Thursday of each month from 0630 hrs.-0730 hrs. and 1530 hrs.-1615 hrs. Any time you have an I.D. made you must take with you a slip from Employee Health Clinic to confirm a valid skin test, or equivalent. Renewals are to be made each year during your anniversary month. Questions should be directed to Personnel, Room B-107, ext. 54161.

IN-SERVICE EDUCATION:

Nurses call ext. 54989; other employees call the Training Director, Personnel ext. 53482.

INSURANCE:

See the Employee Insurance Representative, Personnel, Room B-107.

KEY CARDS:

Available from your supervisor.

LEAVES OF ABSENCE:

Make written request for approval to your supervisor accompanied by the official verification of the need for leave. This material is then forwarded to Personnel, LOA Office, Georgia Hall. Application should be made well in advance. For information, call 54009.

LOCKERS:

Inquire in Personnel, B-107, or in Georgia Hall, front desk, or call 54009.

LOST AND FOUND:

Direct inquires to Security Department, ext. 54100.

NOTARY PUBLIC:

Go to Administration. (There is no charge for this service.)

BEST COPY AVAILABLE

PARKING:

Check with the Parking Office, in the parking deck, ext. 53769.

PAY CHECK CORRECTIONS:

Check with your supervisor or the person who reports your time.

PRESCRIPTIONS:

Prescriptions for employees only (not for dependents) are filled free if the drugs are stocked here. Take prescriptions from Grady or private doctor to ground floor Remote Pharmacy between 0900 hrs. and 1730 hrs. Monday-Friday.

PROOF OF EMPLOYMENT:

May be obtained through Personnel Records Section, Georgia Hall, phone 53500.

RESIGNATIONS:

Written resignations are requested from employees who plan to terminate. Hospital policy requires two weeks notice to leave in good standing. Management personnel are requested to give a longer period of notice. The employee who is leaving must return all hospital property, including keys, name pin, ID card, hospital card, and parking card, and leave a forwarding address during the Exit Interview. Questions should be directed to ext. 54386.

RETIREMENT PLAN:

Call Personnel, ext. 54009. Handbooks available in B-107 or Georgia Hall.

SAVING BONDS:

Deduction forms are available in Personnel, Room B-107.

SECURITY ESCORT SERVICE:

Employees working at night may request escort service to their cars by calling ext. 54100 or 54024.

SICK LEAVE:

Questions concerning eligibility, or payment policies should be directed to the LOA Office, ext. 54009.

STANDARDS OF CONDUCT:

Contained in the Employee Handbook and Supervisors Manual.

SUPERVISORS MANUAL:

May be obtained in The Compliance and Procedures Office, Room B-222, or call 54386.

TAX FORMS:

When there are changes in name or number of dependents, new forms must be filed. Blank forms available in Personnel, B-107.

TAX SHELTERED ANNUITY PROGRAMS:

Information may be obtained by calling 54161.

TRANSFER OR PROMOTION REQUEST:

Apply in Personnel, Room B-107.

UNIFORMS, PURCHASE OF:

Go to the Uniform Shop located in the basement of Piedmont Hall.

VACATION:

Request vacation through each supervisor. Direct questions regarding terminal vacation checks to the Exit Interviewer. Requests for advance pay should be directed to the Payroll Office well in advance of the desired vacation period.

Though the Personnel Department is responsible for many of these and other services for hospital employees, it is always best to refer all questions first to your supervisor. Then, if necessary, contact Personnel, Room B-107, for further information.

4/86 The Fulton-DeKalb Hospital Authority

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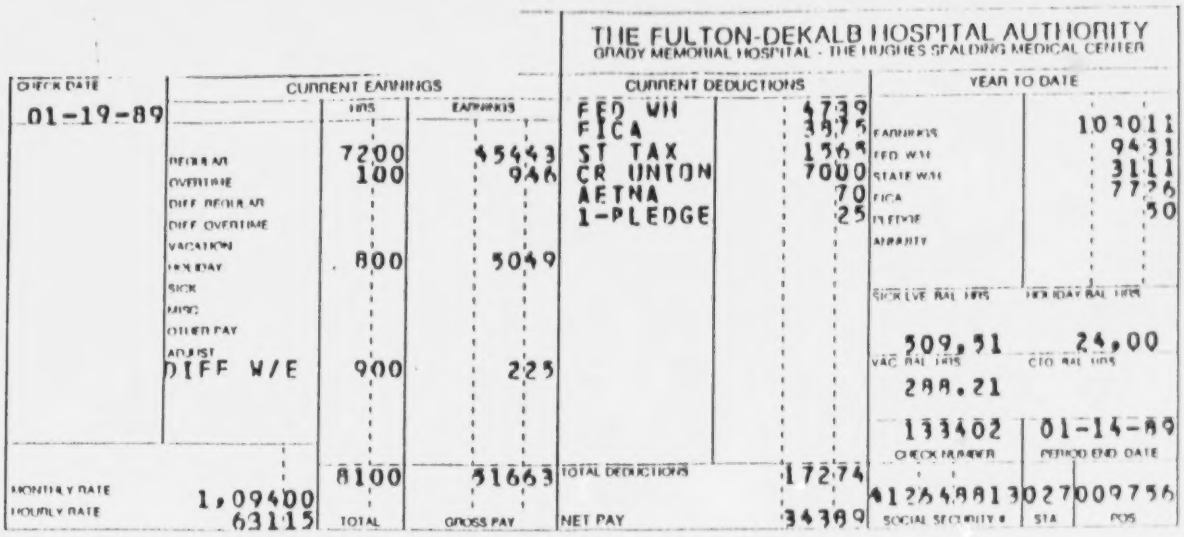

THE FULTON-DEKALB HOSPITAL AUTHORITY
GRADY MEMORIAL HOSPITAL - THE HUGHES SPALDING MEDICAL CENTER

CHECK DATE	CURRENT EARNINGS	HRS	EARNINGS	CURRENT DEDUCTIONS		YEAR TO DATE	
01-19-89				FED WH	4739		
				FICA	3875	EARNINGS	103011
	REGULAR	7200	45443	ST TAX	1569	FED W/H	9431
	OVERTIME	100	946	CR UNION	7000	STATE W/H	3111
	DIFF REGULAR			AETNA	70	FICA	7736
	DIFF OVERTIME			1-PLEDGE	25	PLEDGE	50
	VACATION					ANNUITY	
	HOLIDAY	800	5049				
	SICK					SICK LVE BAL HRS	HOLIDAY BAL HRS
	MISC						
	OTHER PAY					309.51	24.00
	ADJUST					VAC BAL HRS	CTO BAL HRS
	DIFF W/E	900	225			288.21	
						133402	01-14-89
						CHECK NUMBER	PERIOD END DATE
MONTHLY RATE		8100	51663	TOTAL DEDUCTIONS	17274		
HOURLY RATE	1,09400 63115	TOTAL	GROSS PAY	NET PAY	34389	412449813	027009756
						SOCIAL SECURITY #	STA POS

303-45755PD

INTER-OFFICE COMMUNICATION

The Fulton DeKalb Hospital Authority
Atlanta, Georgia 30335-3801

TO: Payroll 2 Employees

FROM: Mr. Mort Ganeles, Associate Director, Fiscal Affairs

RE: BENEFITS BALANCES

EXT: 5-3892 **P.O. BOX:** **DATE:** 2-16-89

Due to an error on December 20, 1988, all employees received an extra pay period of accrued vacation and sick leave. To correct this error, we have adjusted your benefits balances to subtract the extra accrual. The corrected balances are on your paycheck stub which you are receiving today, February 16, 1989.

If you have any questions regarding this adjustment, please call the Payroll Department at extension 5-3892.

2/28/89
(Lesson plan devised by Nancy Chase).

Lesson Plan

1. Read Memo
   - Circle unfamiliar words as we go.
   Ask what their understanding is as a whole.
   - Write responses on board.
   Ask what they don't understand.
   - Write responses on board
   Ask what's the most important terms -- ask them to underline.
   - Write responses on board.

2. - Locating information -- Ask questions.
   - define all terms
   - explain abbreviations
   - discuss headings/organization as it relates to locating information.

Homework

3. a. Assignments - How would they go about deciding if a check is correct? List the steps.
   b. Add new words to vocabulary list.

THE FULTON-DEKALB HOSPITAL AUTHORITY
GRADY MEMORIAL HOSPITAL - THE HUGHES SPALDING MEDICAL CENTER

CHECK DATE	CURRENT EARNINGS	HRS	EARNINGS	CURRENT DEDUCTIONS		YEAR TO DATE	
01-19-89				FED WH	4739	EARNINGS	103011
	REGULAR	7200	45443	FICA	3375	FED W/H	9431
	OVERTIME	100	946	ST TAX	1565	STATE W/H	3111
	DIFF REGULAR			CR UNION	7000	FICA	7726
	DIFF OVERTIME			AETNA	70	PLEDGE	50
	VACATION			1-PLEDGE	25	ANNUITY	
	HOLIDAY	800	5049				
	SICK					SICK LVE BAL HRS	HOLIDAY BAL HRS
	MISC					309.51	24.00
	OTHER PAY					VAC BAL HRS	CTO BAL HRS
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						133402	01-14-89
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   - explain abbreviations
   - discuss headings/organization as it relates to locating information.

Homework

3. a. Assignments - How would they go about deciding if a check is correct? List the steps.
   b. Add new words to vocabulary list.

GIN/JAN/gs/Curr-Lvl/4/5/89

42. description
43. diagram
44. corridor
45. disposable
46. inclement weather
47. retirement plan
48. Employee Assistance Program(EAP)
49. authority
50. anniversary
51. accident
52. sanitary
53. supervisor
54. area clerk
55. medical records
56. manager
57. personnel
58. schedule
59. Grady Memorial Hospital
60. coverage
61 surgical emergency care (sec)
62. pediatric emergency care (pec)
63. services rendered
64. vital signs
65. team leader
66. job objective
67. current rate
68. general increase
69. smoking cessation
70. account
71. withdrawal
72. deposit ticket
73. strictly confidential
74. permission
75. laundry
76. vacuumed
77. grievance
78. disciplinary
79. abated
80. currency
81. admissions
82. pharmacy
83. attendance bonus
84. in-service education
85. standards of conduct
86. security escort service
87. prescriptions
88. orderly
89. inspection

Grady Work Vocabulary

These are the words and phrases you most frequently encounter at Grady during your work day. This list contains nearly 100 basic words that you have used in your conversations, read on work related letters, memos, signs, announcements, sanitation and security warnings, schedules, job descriptions and announcements, requests for leave or vacations, and in your class work for our Grady Job Skills Enhancement causes.

Please carefully read the Grady work vocabulary list then do the exercises that follow:

1. deduction
2. voucher
3. benefits
4. payroll
5. gross pay
6. bi-weekly
7. eligible
8. accrual
9. insurance
10. overtime
11. exempt
12. non-exempt
13. adjustment
14. disability
15. security
16. offices
17. calendar
18. conditions
19. vacation
20. patient
21. triage
22. compensatory
23. terminated
24. employment
25. credit union
26. shift
27. break
28. method
29. holiday
30. menu
31. equipment
32. maintenance
33. policies
34. procedures
35. advance
36. computer
37. receptionist
38. food services
39. dietary
40. restrictions
41. ingredients

Grady Hospital

Compensation

Instructions: Please read pages 19-21 for information on compensation at Grady. This information covers:

1. paydays
2. overtime and compensation time off
3. shift and weekend differentials
4. inclement weather; and
5. attendance bonus.

Pay Days:

1. How are all Grady employees paid?

2. Are paychecks distributed on alternate Thursdays or every Thursday?

3. What time are paychecks distributed and where?

4. How many times are you paid during a one year period at Grady?

5. What deductions from your paycheck are required by law?

6. What happens to your check if it is not picked up on Thursday? What are the times and places it can be picked up from Friday - Monday? Give the steps.

7. What happens if you are due an additional pay? What are all the steps?

8. How do you take a vacation before you earn the time for it? How do you handle this unearned time once vacation time has been earned?

9. Time conversions:

   Complete the following chart that shows payroll office hours. Convert the time to either military time or standard time.

Payroll office hours are:

Mondays -	0700 to 1630 Hours	(7:00 a.m. to 4:30 p.m.)
Tuesdays -	_____Hours	(7:00 a.m. to 10:00 a.m.)
Wednesdays -	1100 to 1630 Hours	(_____)
Thursdays -	_____ Hours	(11:00 a.m. to 4:30 p.m.)
Fridays -	0700 to ____ Hours	(_____ to 4:30 p.m.)

Pay Compensation

Worksheet: Instructions

1. Please read pages 19-21 in your Grady Personnel Policies and Practices Booklet.

2. Pay careful attention to page 20, the sections on (1) Overtime and Compensatory Time Off and (2) Shift and Weekend Differentials.

3. Please answer the following questions based on your reading:

   a. What sections would you read to determine how pay errors are compensated?

6. What sections would you read to determine which kinds of pay errors will be compensated?

   c. Underline in your booklet all examples of when your pay will be compensated.

   d. Underline in your booklet all the examples of when your pay will not be compensated.

Overtime and Compensatory Time Off

1. Most positions at Grady Hospital are _____? What does this mean?

2. If you are a non-exempt employee you will be paid _____ for the extra hours.

3. Who must first approve your overtime?

4. What happens if you are an exempt employee?

5. What happens to the compensatory time you have earned as an exempt employee when your employment is terminated?

Shift and Weekend Differentials

1. What is a shift differential? Explain in your own words.

2. When are you paid a shift differential? Please explain all the conditions that make you eligible.

3. What hours must you work to be eligible for payment?

Inclement Weather

1. What is inclement weather? Please give some specific examples of it.

2. What happens if you are not re-scheduled to make up the lost time? Has this ever happened to you? What did you do?

Vocabulary in Context

Instructions: Please read the following sentences. Based on how the underlined word is used in the sentence, please write the definition of this term in your own words.

Pay Days:

1. All-employees are paid on a bi-weekly basis...

   bi-weekly means:

2. Certain deductions from paychecks are made regularly...

   deductions are:

3. If you are due any additional pay, you may elect to receive it in the form of a voucher issued from payroll...

   a voucher is:

4. When vacation time has been earned, you may request payment for the time previously taken as an LOA...

   An LOA is:

Shift and Weekend Differentials

3. You will be paid a shift differential if you are assigned to an evening (beginning after 1430 - 2:30 p.m.) or night shift and if you work one or more hours.

   What is a shift differential?

4. Inclemement Weather

   a. Inclement weather means:

   b. What is CTO time?

Attendance Bonus

   a. What is an attendance bonus?

   b. Who is eligible to receive a special attendance bonus each December?

   c. When are bonus checks distributed?

Overtime and Compensatory Time Off

1. Within the hospital most positions are non-exempt...

   a. A non-exempt position is a position that is:

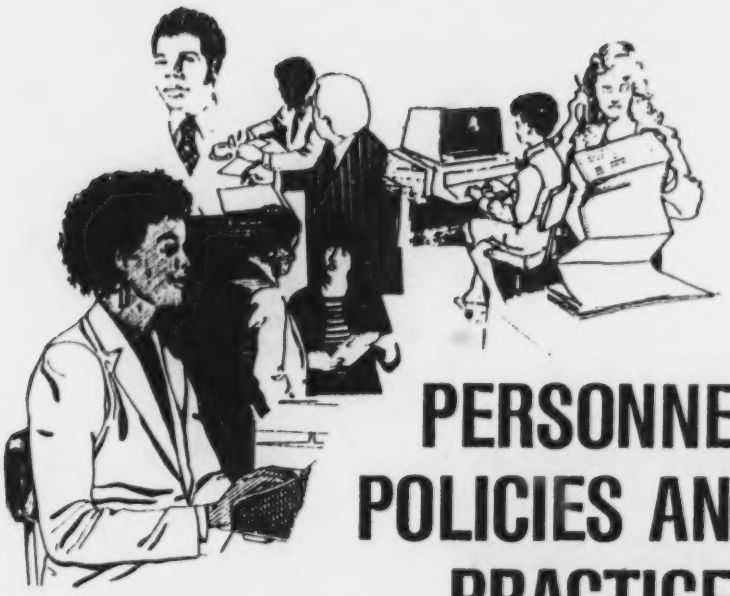
   b. What is an exempt position?

2. Your use of accrued compensatory time must be approved in advance by your supervisor...

   a. accrued means:

   b. compensatory means:

The
Fulton-DeKalb
Hospital
Authority



PERSONNEL POLICIES AND PRACTICES

Grady Memorial Hospital
and The Hughes Spalding Medical Center
Atlanta, Georgia

COMPENSATION

Pay Days

All employees are paid on a *bi-weekly* basis (every two weeks). Paychecks are distributed on alternate Thursdays at 1430 hours (2:30 p.m.) in an area designated by your Department Head or Supervisor. During a one year period, you will be paid twenty-six times under this system.

Certain deductions from paychecks are made regularly. The deductions required by law are for Federal and State taxes and payment for Social Security. At your choice, other deductions are also made. These include parking fees, insurance premiums, contributions to the One Pledge Program, Credit Union savings and/or loan payments, and others.

If your check is not picked up on Thursday it will be sent to the Business Office where it may be picked up until 2100 hours (7:00 p.m.). The following day, Friday, it may be picked up between 0800 hours (8:00 a.m.) and 2100 hours (7:00 p.m.). On the Saturday and Sunday following payday, checks may be obtained between 0900 hours (9:00 a.m.) and 13 hours (1:00 p.m.). Thereafter and beginning on the Monday morning following payday, you may obtain your check in the Accounting Office (Room B-44-10). In order to obtain your check from either of these places you must present your current ID badge. You should know your paystation also. *No* checks are returned to the *Payroll Office*.

In most departments, the pay period begins Sunday morning with the day shift, lasts two weeks, and ends on Saturday at the end of the night shift. Therefore, by the Thursday that a paycheck for the last full pay period is issued, you are already into the fourth day of a new pay period. This does not mean that pay is "held back". There must be a lag of four days between the end of the pay period and the pay day to allow time for payroll to compute pay and for the checks to be written. Because you are paid bi-weekly rather than semi-monthly, your gross pay for two weeks will be less than half the monthly salary quoted at the time of employment.

Payroll office hours are:

Mondays	— 0700 to 1630 Hours (7:00am to 4:30pm)
Tuesdays	— 0700 to 1000 Hours (7:00am to 10:00am)
Wednesdays	— 1100 to 1630 Hours (11:00am to 4:30pm)
Thursday	— 1100 to 1630 Hours (11:00am to 4:30pm)
Fridays	— 0700 to 1630 Hours (7:00am to 4:30pm)

If you are due any additional pay, you may elect to receive it in the form of a *voucher* issued from Payroll which may be exchanged for cash at the senior cashier's window of the Business Office (on the first floor near the Office of

Fiscal Affairs). If you prefer, you may receive a special accounts payable check instead of a voucher. If you are due additional pay because of your failure to sign in or out properly, you must wait until that amount is added to your next paycheck. No voucher or accounts payable check will be written to make up for pay you did not receive because you failed to sign in or out properly.

Vouchers will be written during the following hours:

Mondays	— 0700 to 1600 Hours (7:00am to 4:00pm)
Tuesdays	— 0800 to 1000 Hours (8:00am to 10:00am)
Wednesdays	— 1100 to 1600 Hours (11:00am to 4:00pm)
Thursdays	— 1100 to 1630 Hours (11:00am to 4:30pm)
Fridays	— 0700 to 1600 Hours (7:00am to 4:00pm)

No employee will be permitted to obtain or cash a voucher without presenting a current ID badge.

Many employees would like to take vacation before it is earned. There is no provision for early (paid) vacation, but with your supervisor's approval, you may take up to ten work days off without pay as a leave of absence. When vacation time has been earned, you may request payment for this time previously taken as an LOA, and the time will be deducted from vacation accrued. The unpaid time counts against the annual attendance bonus.

Overtime and Compensatory Time Off

Within the hospitals most positions are non-exempt, that is they are subject to a forty-hour work week. If you are non-exempt and actually work more than forty hours in one work week (excluding such time as sick leave, vacation, holidays, professional leave, bereavement leave, and jury duty) you will be paid time-and-a-half for the extra hours. *Your overtime must be first approved by your supervisor.*

Wage and hour regulations provide for certain bona-fide executive, administrative, and professional positions to be *exempt* from the restrictions of the forty-hour work week. If you are an exempt employee and you work beyond the normal eight-hour work day in your own designated position, you will be credited with compensatory time for the approved extra hours worked. Your use of accrued compensatory time must be approved in advance by your supervisor. Overtime for employees in certain professional classifications will be paid at the rate of time-and-one-half, provided the work meets certain guidelines. (Your supervisor will tell you if you are eligible and must approve this overtime.)

There is no payment for accrued compensatory time when employment is terminated for any reason.

Shift and Weekend Differentials

You will be paid a shift differential if you are assigned to an evening (beginning after 1430—2:30pm) or night shift and if you work one or more hours. You are also eligible for a shift differential if you are a day shift employee and work four hours or more beyond the end of your shift.

You are eligible for payment of a weekend differential provided your hours worked are between 11:00pm Friday and 11:00pm Sunday evening and you work in a regularly scheduled weekend position.

Inclement Weather

It is the policy of The Fulton-DeKalb Hospital Authority to pay its employees for time actually worked. If you are absent from or late reporting to scheduled work due to extreme weather conditions (such as ice and snow), and you are not re-scheduled to make up the lost time during the same work week, you are entitled to use accrued vacation, holiday(s), or, if you are exempt. CTO time. The re-scheduled work or vacation or holiday time must be approved by your supervisor.

Attendance Bonus

Full-time employees (and only those employees) are eligible to receive a special attendance bonus each December. In order to be eligible for this attendance bonus, you must have been employed from December 1 of one year to November 30 of the following year. A maximum of 48 hours of accrued sick leave can be added to your sick leave credit balance. The remaining 48 hours of sick leave which was accrued during the year, less any unpaid sick leave, unpaid absences and lateness will be deducted from the maximum potential bonus of 48 hours.

Bonus checks are distributed in December and such pay is subject to taxation.

BENEFITS

Sick Leave

The hospitals' sick leave policy is designed to provide you with protection against undue hardship caused by personal injury, illness or pregnancy. No paid sick leave may be taken during the three months probationary period. At the end of the probationary period, you are credited with the appropriate number of sick leave hours, retroactive to your date of employment. Thereafter, full-time employees earn sick leave credit at the rate of 3.69 hours per pay period worked. Regular part-time employees earn sick leave credit on a directly proportionate basis of their agreed hours per week to 40 hours. Sick leave credit earned for the calendar year which has not been used or paid by the year-end special attendance bonus will be carried over and accumulated. Sick leave accumulation is unlimited.

A physician's statement may be required by your supervisor to support any alleged illness of one day or more. However, you are *required* to present a physician's statement to your supervisor in order to be paid for an absence of 5 or more consecutive sick leave days. Only statements from medical doctors, doctors of osteopathy, dentists and podiatrists will be accepted. The statement must establish the date on which you became unable to work and the date on which you are expected to be able to return to work.

Portions of sick leave days may be used for physicians' and dentists' appointments outside the hospitals. You are expected to give advance notice, as required by the department, of such appointments.

Employees are not paid for accrued, unused sick leave upon termination from the hospitals. If you should become ill while working a period of notice prior to your resignation, you will be required to submit a physician's statement to your supervisor and obtain his or her approval before sick leave payment may be granted.

You may use up to 3 of your earned sick leave days annually for illness in your immediate family. "Immediate family" is defined as parents, grandparents, spouse, sister, brother or child.

It is your responsibility to notify your supervisor as soon as possible and in accordance with hospital and departmental policy when you are ill and will be absent from work.

Holidays

The following holidays are observed by the hospitals:

New Year's Day	Memorial Day	Thanksgiving (2 Days)
Dr. Martin Luther King Jr.'s Birthday	Independence Day	Christmas (2 Days)
	Labor Day	

You must have been employed at least one full month before the holiday in order to qualify for pay for the holiday. On-call employees are not eligible for paid holidays. Regular part-time employees earn holiday time and qualify for holiday pay on a directly proportionate basis of their agreed hours per week to forty hours. If you are regular part-time and if the holiday does not fall on one of your scheduled work days, you will still earn the appropriate amount of holiday time. If you have just returned from a leave of absence lasting longer than 30 days, you must have been back at work one full week before the holiday to receive pay for the holiday. An unauthorized absence immediately preceding or following your scheduled holiday will result in loss of pay for all days missed, as well as the holiday.

In many departments the holiday is observed on the official date, and the department is closed. However, since patients require care every day of the year, it will not be possible to grant time off for everyone on the holiday itself. Therefore, your holiday will be scheduled by your Department Head or Supervisor. If you are scheduled to work on an official hospital holiday, compensating time off will be given within 30 days before or 30 days after the designated holiday. If you are scheduled to work four ten-hour shifts each week, you will earn eight hours credit for each holiday. Your supervisor will schedule the balance of hours during the work week.

The hospitals pay a holiday differential to employees who work on the nationally observed date of the holiday (which may or may not be a day the hospitals officially observe as a given holiday.)

Each employee with twenty or more years of full-time continuous service receives an anniversary holiday to be taken within 12 months following the anniversary date. If the holiday is not taken during this period, it is forfeited. In addition, there is an extra holiday, which may be taken within 12 months after the anniversary date, for employees with 30 years of service. Personnel will notify you when you have earned an anniversary holiday.

Vacations

Full-time and temporary employees earn vacation according to the following accrual schedule:

VACATION ACCRUAL SCHEDULE FOR REGULAR FULL-TIME EMPLOYEES

Time Period	Hours Earned Per Pay Period	May Take Hours	May Take Weeks
0 to 6 Months	3.08	0	None
7 to 12 Months	3.08	40	One Week
After 1 Year	3.08	80	Two Weeks
After 5 Years	4.62	120	Three Weeks
After 10 Years	4.92	128	Three Weeks + One Day
After 11 Years	5.23	136	Three Weeks + Two Days
After 12 Years	5.53	144	Three Weeks + Three Days
After 13 Years	5.85	152	Three Weeks + Four Days
After 14 Years	6.15	160	Four Weeks

Three factors will significantly change this schedule:

1. *A leave of absence of more than 30 unpaid days* causes an adjustment in your anniversary date by the number of calendar days off in excess of 30.
2. A change in your work status *from regular part-time to full-time* causes an adjustment in your anniversary date by the amount of time that you worked part-time (to the nearest accrual date).
3. If you are re-employed and had at least five years of continuous full-time or regular part-time service prior to separation, you will begin accrual at the five year rate, prorated for regular part-time service. You will earn three weeks of vacation upon completing one year of full-time service following re-employment (pro-rated if regular part-time) and move up to the ten year accrual rate upon completing five continuous years following such re-employment.

On-call employees are not eligible for vacation benefits. Regular part-time employees earn vacation on the above accrual schedule, but their earned time is based on the ratio of their designated working hours to forty hours.

You may request vacation in units of 15 minute increments, days or weeks, but your supervisor has the right to approve or, if scheduling warrants, deny the request. Your request should be submitted two weeks in advance.

You may request pay in advance for approved and earned vacation, but only when it is to be taken in units of full weeks. To receive such an advance, you must complete an advance vacation pay form in Payroll at least *two weeks* before your vacation is to begin. If approved, the advance vacation check may be obtained in the Business Office on the Friday afternoon after 1430 hours (2:30 pm) preceding the vacation.

If you terminate employment, you will receive pay for accrued vacation up to a maximum of four weeks. Terminal vacation must be *earned as of the last day worked*; no partial credit is given for time worked past the last accrual date.

The Authority does not permit vacation pay in lieu of time off.

Employee Health Clinic

If you become ill while on duty, or if you wish to consult a doctor about any health problem, you will be referred to the Employee Health Clinic in the "F" area, fourth floor. Before visiting the Employee Health Clinic, you must secure a signed clinic authorization slip from your supervisor. You must present this slip and your blue hospital card to be seen in the clinic. (You were issued this card, which bears your name, medical record number and check digit, during orientation. If the card is lost or has been damaged, take the clinic authorization slip and your ID badge to the Admitting Officer on duty in Central Control, Room GG-7.) You must also follow the above procedure if you have a scheduled appointment in one of the hospital's clinics.

The Employee Health Clinic is open from 0700 hours to 1630 hours (7:00am to 4:30pm) Monday through Friday, except hospital holidays. However, the clinic is open between 0700 hours and 0800 hours (7:00am and 8:00am) only for purposes of reading Tuberculin skin tests, as a convenience to night shift employees. If you need outpatient attention during hours when the Employee Health Clinic is closed, then you may go to one of the Emergency Clinics. A

signed clinic authoirzation slip from your supervisor, your blue hospital card and your hospital I.D. badge are required. Prescriptions written by either a Grady or private physician will be filled in the Pharmacy, provided the medication is normally stocked.

These services are provided to you without charge as a benefit of employment. Consequently, this benefit is offered *only to you* and not to your relatives. You are not permitted to have prescriptions for relatives re-written without charge by the Pharmacy. Such actions constitute a serious violation of the Standards of Conduct.

The Hospital Authority may require you to have a complete physical examination at any time. A TB skin test or chest x-ray is an annual requirement in order to have your ID badge renewed.

Leaves of Absence

A leave of absence is an authorized absence from work which may be granted as a privilege under specified circumstances. Should a leave become necessary, you should address your request to your Department Head as far in advance as possible, so that arrangements for the necessary administrative approval and for a replacement for you during the leave may be made.

In order not to jeopardize your employment status, you must ensure that your supervisor is kept informed of your progress. Whatever the physician recommends, it is *YOUR* responsibility to obtain this recommendation *in writing* from the physician and take it immediately to your supervisor.

Full-time employees with six months of continuous service and regular part-time employees who have worked full-time in the past and have qualified for membership in the pension plan may be granted leave from work for the following purposes:

1. EDUCATION, provided the training will benefit the hospitals and provided you plan to return to work promptly after the completion of the prescribed leave. You may not be granted an educational leave for a period longer than one year. You may use accrued vacation and holidays during an educational leave of absence.

2. MEDICAL, in cases of extended personal illness. You must submit a physician's statement in support of your request for the leave which must state (using this language) the date on which you became medically unable to work and the date on which you will be able to return to work. Medical leaves of absence may be approved for a period of six months. If you intend to return to work before the expiration of your leave, your physician's written approval will be required. A physician's statement indicating that a resumption of job duties is recommended must be submitted to your supervisor before you will be permitted to return to work from a medical leave of absence. If an extension of your medical leave is necessary, the leave may be extended beyond six months upon the written recommendation of your physician. Medical leaves of absence may include accrued sick leave, holidays, vacation and, for exempt employees only, CTO.

3. MATERNITY, from the beginning of the seventh month of pregnancy, for a period of six months. A physician's statement of the estimated date of delivery must be submitted in support of your request for the leave, which must state (using this language) the date on which you will become medically unable to work. (If you plan to continue working beyond the seventh month, your physician's written approval will be required.) If you plan to return to work prior to the expiration of your leave or if an extension of the leave is necessary, your physician's recommendation will also be required. A physician's statement indicating that a resumption of job duties is recommended must be submitted to your supervisor before you will be permitted to return to work from a maternity leave of absence. If you have accrued sick leave, holidays or vacation, or if you are an exempt employee and have accrued CTO, you may apply this time toward the leave. The balance of time away from work will be recorded as an unpaid leave of absence.

4. ILLNESS IN YOUR IMMEDIATE FAMILY, beyond the 3 days of earned sick leave that may be used annually for this purpose. Your request for this leave must be supported by a physician's statement which identifies the family member. Such leaves may be granted for a period not to exceed 3 months. While on leave for family illness you may use accrued vacation, holidays and, for exempt employees only, CTO. Immediate family is defined as husband, wife, child, parent, grandparent, brother or sister.

5. ADOPTION, which must be supported by a letter from an attorney, the adoption agency or Department of Family and Children Services. Such leaves may be granted for a period not to exceed 6 months. You may use vacation, holidays and, for exempt employees only, CTO, during leaves of absences for adoption.

Upon receiving approval for a leave of absence, you may continue your insurance coverage by paying the premiums which will become due during the leave no later than the last day on duty. An authorization slip for payment of insurance premiums will be included with the approval. This authorization will state the exact amount of premium due. Payment should be made at the senior cashier's window in the Business Office. If you elect to discontinue coverage other than basic life — all new claims will be denied after the end of the last pay period, the last date covered by payroll deductions. You may apply for new hospitalization and supplemental life coverage at the next open enrollment. Under these circumstances, however, proof of insurance eligibility is required by the health care providers with enrollment subject to their approval.

If you have been on leave of absence for more than thirty days (other than military leave, and excluding sick leave, vacation, holidays and CTO), an adjustment is made in the date on which you will again become eligible for merit increases and in your anniversary date (which affects other benefits, including vacation and sick leave). The adjustment consists of the number of unpaid days over thirty during which you have been on leave. (See section on Employment, Job and Anniversary Dates.)

6. MILITARY SERVICE, both full-time and part-time employees, whether or not they have completed six months of continuous service, are eligible for leaves of absence for military service, in accordance with applicable laws. You must, in the case of extended military service, apply for reinstatement within 90 days after discharge and must present an honorable or general or satisfactory discharge in order to be granted reinstatement. If you meet

the qualifications for reinstatement, you will be reinstated with no loss of seniority or adjustment of your anniversary date. You are encouraged to check with Personnel before leaving on an extended military leave and on your return, in order to receive specific information on such things as when you can expect to be eligible for your next merit raise and how the leave will affect the accrual of other benefits.

Employees may be granted annual leaves of absence for two week periods for the purpose of attending Armed Forces Reserve Training Sessions. During these short term leaves, you will be eligible to receive pay from the hospitals amounting to be difference between the FICA wages you would have earned (based on a maximum of 40 hours per week) and the payment you receive from the Government, if any. Military orders must support your request for any military leave and proof of earnings from the Government must be shown upon return from the leave to justify pay.

7. BEREAVEMENT LEAVE, full-time employees and regular part-time employees (on a proportionate basis) are eligible to receive up to three days with pay each calendar year for death in the immediate family. Immediate family includes your parents, grandparents, spouse, sister, brother or child. You are eligible for bereavement leave after three months of service. Such absence is not charged to your sick leave credit, nor does the bereavement leave affect eligibility for the attendance bonus.

8. PROFESSIONAL LEAVE, a maximum of six days of professional leave annually is available to allow full-time employees to attend conferences and seminars to update their professional skills. Regular part-time employees qualify for professional leave on a proportionate basis. More time is allowed if you are instructing at such conferences, serve on state or national committees, or are an officer in the professional organization hosting the conference.

   A maximum of 16 hours of professional leave is available to full-time employees or to regular part-time employees on a proportionate basis who are required to take examinations for certification, registration, or licensure. These employees include, but are not limited to: graduate nurses, practical nurses, radiologic technologists, medical technologists, and respiratory therapists. This policy applies only to those employees who are first time writers and who are not currently licensed, registered or certified. The policy does not apply to employees who must undergo re-examination in order to maintain certification, registration, or licensure or to those employees who were unsuccessful in previous tests. Payment for professional leaves of absence requires the approval of your Associate Director.

9. JURY DUTY LEAVE, will be granted to full-time employees summoned to serve on the jury of any legal and recognized court of law. A written request for such leave and a copy of your *pay voucher* from the court must be presented to your supervisor before pay for the time spent on jury duty will be granted. During such leave, you will be eligible to receive pay from the hospital amounting to the wages you would have earned (not to exceed 8 hours per day) if you had not been called to jury duty, in addition to the amount you are paid by the court.

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Workers' Compensation

The Fulton-DeKalb Hospital Authority operates under the State of Georgia's Workers' Compensation Law. The policy which must be followed is mandated by State law, and failure to adhere to this policy can result in severe penalties for both the employee and the Authority. If you sustain a job related injury or illness, you must:

1. Report the incident *immediately* to your supervisor and ask that an incident report be completed. The incident report to be used has been revised and it is now a goldenrod color, legal size report. Your supervisor will complete and sign the incident report. If the incident occurs during the normal workweek (Monday to Friday, 0800-1630 hours), you will be told by your supervisor to take the completed incident report to the Employee Health Clinic for treatment or referral to the *panel* physician you select.

   If the incident occurs at night or on weekends, you will be told by your supervisor to take the completed incident report to the Charge Nurse in the Surgical Emergency Clinic for the treatment or referral to the *panel* physician you select.

Under the Workers' Compensation Law, you *must* be seen by a panel physician or you risk losing your benefits. The following is the panel of physicians which is posted in prominent areas throughout the Authority complex:

Employee Health Clinic Physician
F—4th Floor
589-4600

Resident in Charge
Medical Emergency Clinic
MEC Ground Floor
589-4048

Resident in Charge
Surgical Emergency Clinic
SEC Ground Floor 589-4041

Senior Resident Neurosurgery
Neurosurgery Clinic
G—4th Floor
589-4369

Senior Resident, Orthopedic Surgery
Orthopedic Clinic
F—3rd Floor
589-4473

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2. After you have chosen the first panel physician, you may if you wish, change to another panel physician. Any additional change must be approved by the Workers' Compensation Board. A panel physician may refer you to any other Grady physician deemed necessary to assist in your recovery.

3. In order not to jeopardize your benefits under the Workers' Compensation Law, you must insure that your supervisor is kept informed of your progress. Whatever the physician recommends, it is *YOUR* responsibility to obtain this recommendation *in writing* from the physician and take it immediately to your supervisor.

4. When the physician releases you to return to work, this written release must be taken to your supervisor before you will be allowed to return to work.

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If you have any questions about the Workers' Compensation Policy, please ask your supervisor or contact the Workers' Compensation Representative in Personnel, Extension 5-4161.

Insurance

1. Full-time, regular part-time, and temporary employees are eligible for several types of group insurance at low rates via payroll deduction but no insurance plan goes into effect until you have completed 90 days of employment (the probationary period). This also means that no payroll deductions for insurance premiums are made until after 90 days of employment. However, you will be asked during orientation to decide what coverage (amongst those for which you are eligible) you wish to take. You must make or you may change your decision within the first 90 days of employment by completing new insurance cards with the Employee Insurance Representative in Personnel. After that, any changes with the exception of those described in paragraphs 4 and 7 can be made only during the annual open enrollment period.
2. A conventional insurance company offers a term life insurance plan and a health insurance plan to both you and your dependents. You are urged to keep beneficiary information current in your insurance file. In addition to the basic $1,000 life insurance at no cost to you, this plan also offers supplemental life insurance, the value of which can be either 1½ times or 2½ times your annual salary, depending on your choice. If you elect the supplemental life insurance coverage, each time your salary changes both your coverage and your premium (deduction per pay period) will change automatically. Information about this plan can be obtained from the Employee Insurance Representative. Open enrollment for this plan is held during the month of November.
3. Health Maintenance Organizations (HMOs) offer health insurance plans for you and your dependents. Claims for these plans are handled by the HMOs and open enrollment for these HMOs is held during the month of November.
4. There are two exceptions to the once-a-year enrollment for health insurance coverage not requested at the time of employment. First, the insurance company and HMOs provide immediate coverage for newborn infants in cases where other dependents are already covered. Under the second exception, you may request health insurance coverage for dependents within 30 days after marriage or the birth of a child. Forms for this coverage *must* be obtained by you from the company which offers the coverage, except for the group term life and health (described in paragraph 2). These forms are kept by the Employee Insurance Representative in Personnel.
5. An accidental death and dismemberment insurance plan is offered only to regular full-time employees and dependents. Enrollment and claims for this coverage are handled by the Employee Insurance Representative in Personnel. Open enrollment for this plan is held during the month of November.
6. A whole life insurance plan is offered through the hospital to both you and your dependents. This whole life plan with its various options may be continued by you even if employment ceases. Claims for this insurance are handled by the company offering the plan. Open enrollment for this plan is held during the month of November.
7. Dental insurance is available for all full-time and regular part-time employees. A low monthly fee enrolls you in the program. You may then select your dentist from a roster of licensed professionals who are located in your area. Open enrollment for this plan is held in November.
8. Any insurance coverage may be dropped at any time, except the $1,000 basic term life insurance which the Authority provides. You may change your beneficiary at any time and you are urged to keep this information current.
9. Remember, if you have coverage with the conventional insurance company you may contact the Employee Insurance Representative for information. If you have elected coverage under an HMO you must contact the HMO for information. Questions concerning whole life insurance should be directed to that company. If you have questions concerning dental coverage please contact that company.
10. The Authority underwrites the cost for an accidental death or dismemberment policy which covers all full-time employees between the ages of 18-69 while they are traveling on hospital business outside the city limits.
11. Upon retirement, an employee may request to continue health and term life insurance by paying the premiums.

Effective January 1, 1987 continuation of medical coverage will be offered for a limited period of time under the following circumstances:

1. Termination (other than for gross misconduct) after six months of continuous employment. This coverage is available to eligible employees, spouse, and dependents for eighteen months. Cost is based on what the hospitals pay and not what you paid while actively employed. The cost will vary in accordance with the prevailing cost to the hospital.
2. Reduction of hours to a no-benefit status (from full time or regular part time employment status to on-call or pool). This coverage is offered for eighteen months. Cost is the same as quoted in paragraph one.
3. Death of an employee. This coverage is offered to eligible spouse and dependents for thirty-six months. Cost is the same as quoted in paragraph one.
4. Divorce or legal separation from your spouse. This coverage is offered to an eligible spouse and dependents for thirty-six months. Cost is the same as quoted in paragraph one.
5. Your dependent child who reaches the maximum age is offered coverage for thirty-six months. Maximum age is defined as 19, or to 25 if the dependent is a full time student and totally dependent upon you for finances. Cost is the same as quoted in paragraph one.

The continued coverage will be available to eligible employees, spouse and dependents for the remainder of the month in which one of the above circumstances occurs and for three full calendar months thereafter. Failure to apply within this time frame will result in loss of the benefit.

Premiums for this continued coverage must be paid manually by the covered individual. Delinquency in payments will result in cancellation of the coverage. *No notice will be given of a delinquent account.*

Continued coverage will be terminated if the covered individual obtains employment with an employer offering a group health plan, or remarries and by reason of such remarriage becomes covered under another employer group health plan.

Any questions concerning continuation of medical coverage should be addressed to the Employee Insurance Representative, Room B-107.

Hospital Treatment

After six months of continuous service, full-time and regular part-time employees with the equivalent of six months continuous full-time service become eligible for admission to the hospitals for treatment at a discount when properly referred by a member of the Resident or Visiting Medical Staff. (This policy applies only to admission to Grady and Hughes Spalding.) Except in emergencies, you must present a written request for the hospitalization, in advance of the proposed admission date if possible, to the Director of Personnel. You should take the pink elective admission sheet, obtained from the clinic, to Personnel, Room B-107. You are entitled to an employee discount of up to 25% of the total hospital bill, but in no case can the discount exceed the balance of your bill after applying all insurance payment.

No discount is allowed for cosmetic surgery.

Death Benefits

Any regular full-time employee who dies prior to retirement is eligible for death benefits. These benefits will be paid to the beneficiary whom you designated on the insurance card of the conventional group insurance carrier you completed at the time of your employment. You are urged to keep this beneficiary information current. The amount of this payment shall be in accordance with the following schedule:

If employed over...	...and under	An amount equal to
One year	Five years	Four weeks of pay
Five years	Fifteen years	Eight weeks of pay
Fifteen years		Thirteen weeks of pay

A "week of pay" means one week at your base pay rate for that time in the pay period preceding the time of death.

In-Service Education

As a service to employees who wish to improve their skills or broaden their knowledge, the Hospital Authority has established a formal program of inservice education which consists of training programs and seminars on a variety of subjects.

On a continuous basis, a G.E.D. (General Equivalency Diploma) program is offered in conjunction with the Atlanta and Fulton County Public School systems at the Board of Education, 222 Pryor St. in Atlanta. The hospital also subscribes to the Georgia Hospital Association Telecommunications Network, which provides seminars on various subjects. Other presentations and programs are announced as they become available. Inquiries may be directed to the Training Director in Room E-1514, extension 5-3482.

Because Nursing Service is such a large department and nursing skills are specialized, a separate nursing staff development program exists. Inquiries about these classes may be directed to the Staff Development office on the 16th floor, at extension 5-4989.

Employee Recognition

An Employee Recognition Program has been established to recognize employees who have dedicated long years of service.

After five years of service, and at the end of each subsequent five year period, full-time and regular part-time employees are given recognition certificates on their anniversary dates. Employees who reach their tenth anniversary date are honored at departmental functions arranged by the appropriate Associate Directors or Administrator in conjunction with their department heads. At such functions, the employees receive silver service pins in addition to the recognition certificates.

Employees with twenty years of service are honored with a certificate, and a twenty year pin; they also attend a luncheon with the Board of Trustees in January of the following year. After thirty and forty years of service, employees are honored at the same luncheon with the Board of Trustees.

Credit Union

All full-time and regular part-time employees and their family members are eligible to join the Hospital Authority Employees Credit Union upon the payment of a $2.00 membership fee and a $5.00 share. Services include a plan of savings through authorized payroll deduction and personal loans, all at optimum financial benefit. You may make cash deposits or withdrawals at any time during regular office hours Monday through Friday from 0715 hours to 1100 hours (7:15 am to 11:00 am) and 1300 hours to 1600 hours (1:00 pm to 4:00 pm), except holidays. There is a charge of $5.00 for each withdrawal in excess of 1 per calendar month. No check will be issued in an amount less than $25.00 unless you wish to withdraw membership from the Credit Union.

You should be aware that the balance of any outstanding loan becomes due and payable *in full immediately* if your employment with the Hospital Authority is terminated for any reason. In such cases, your final paycheck may be released to the Credit Union to cover an outstanding loan balance, depending on the amount due on the loan. In case of your total and permanent disability or death prior to your 60th birthday, your outstanding loan is paid by the insurance to which the Credit Union subscribes. Inquiries regarding the Credit Union should be made at the Credit Union office, E-291.

Recreation and Sports

Various hospital sporting teams and events are organized for employees free of charge. Publicity and inquiries about these benefits are handled by Employee Relations, Room B-74. Discounts on tickets to various local recreational facilities or entertainment and sporting events are offered to employees by Employee Relations, Room B-74, extension 5-3838. The availability of these tickets is well publicized throughout the hospital.

Temporary Housing

Housing is limited to full-time employees or full-time students in one of the hospital-based academic programs and students in affiliated programs which use the hospital as the primary training facility. Persons interested in housing should contact the Housing Office (ext. 5-3860), where applications are available, and submit the completed form to the Director of Residences, Coordinator of Student Affairs.

Room assignment will be made after verification of employment or enrollment and upon receiving the completed application. If you are a student in one of the programs described above, housing is limited to the duration of your training program. If you are an employee, housing will be limited to a period of up to three months, which may be extended on a month to month basis if space allows. You may not begin residence before beginning work nor continue residence after separation from the hospitals.

Dormitory fees will be deducted each pay period. Rent deduction forms are available at the Housing Office (48 Armstrong Street).

Social Security

The hospitals participate in the Federal Social Security Program. A regular deduction for this coverage is made from your earnings, and the Hospital contributes an equal amount. These payments are accumulated by the Federal Government in a Social Security account from which you may draw retirement benefits when you reach the age of 62, or earlier if you become totally disabled.

Complete details of the Social Security Law are explained in a pamphlet which is available at the local headquarters of the Social Security Administration, United States Department of Health and Human Services.

Tax Deferred Annuity

The hospitals provide tax deferred annuity programs to regular full-time and regular part-time employees. These programs are optional, flexible and designed to allow you to supplement your personal savings or retirement funds on a tax deferred basis. In order to present details about this program, enrollments are held periodically. For employees who are interested and have not yet participated in this program brochures are available in the Personnel Office, Room B-107.

Retirement

If you are a full-time employee and were employed under age 60, participation in the Hospital Pension Plan will be provided by the hospitals without cost to you. Your participation will begin automatically on January 1 following your third anniversary date. Detailed information about the plan can be obtained from a brochure available in Personnel.

Employees who retire under the hospitals' retirement plan are entitled to continued eligibility for free outpatient medical service, pharmacy items and inpatient hospitalization discount.

MISCELLANEOUS SERVICES AND FACILITIES

Cafeterias

Meals are served at the following hours:

Location	Breakfast	Lunch	Dinner
Cafeteria #1 2nd Floor E Area	0600-0930 (6:00am-9:30am)	1100-1430 (11:00am-2:30pm)	1630-1900 (4:30am-7:00pm)
(Weekends & Holiday Hours)	0600-0800 (6:00am-8:00am)	1100-1400 (11:00am-2:00pm)	1630-1900 (4:30pm-7:00pm)
Cafeteria #2 Vending 2nd Floor C Area	0830-1030 (8:30am-10:30am) Closed for Weekends & Holidays	1100-1400 (11:00am-2:00pm)	Closed
Cafeteria #3 Ground Floor B Area	Closed	1100-1400 (11:00am-2:00pm) Closed for Weekends & Holidays	Closed
Hughes Spalding Medical Center	0930-1000 (9:30am-10:00am)	1130-1330 (11:30am-1:30pm)	Closed

Only Cafeteria #1 and the Hughes Spalding Medical Center Cafeteria are open on weekends and holidays. Vended items are available 24 hours each day at Cafeteria #2. Problems with vending machines should be reported to the cafeteria supervisor on duty.

In the interest of good housekeeping, you are requested to eat only in the areas provided. Please do not remove silverware or serving dishes from the cafeterias.

Post Office

The Post Office is located on the first floor "E" area and is a contract station of the U.S. Postal Service. It provides most of the services available at any post office with the primary exceptions being that C.O.D. packages and packages addressed to foreign countries (including A.P.O.) cannot be mailed from Grady. The Post Office is open Monday - Friday from 0800 to 1600 hours (8:00am to 4:00pm).

SESSION 3: WORKSHEET

Group Work: Taking Time Off

1. Which section are your reading?

2. Underline in the section the information you think is most important. What would you explain to a new employee?

3. Write this information in your own words as you would explain it to a new employee (may be dictated).

4. In what ways was the information in this section organized? A chart? Numbered lists? Italicized print?

5. Is there any information in this section that you disagree with or that, based on your experience, you would change? Please explain.

6. Circle five important words in your section. Copy the sentences in which these words are contained in your notebook. What do these words mean? List two other words that could of been used instead of this word without changing the meaning of the sentence.

SESSION 3: WORKSHEET

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SESSION 3: WORKSHEET

EMPLOYEE HEALTH CLINIC

1. Underline the sentences in the text which tell you what procedures to follow if you are sick.

2. List the two steps involved in going to the clinic.

3. What must you do if you have lost your blue hospital card?

4. Why is the clinic opened from 7:00am to 8:00am according to the text?

5. What information from this section would you tell a new employee at the hospital?

6. What other information would you tell a new employee about the health clinic? Should this other information be added to the personnel manual?

WORKERS' COMPENSATION

1. There are four major points an employee must follow in order to receive Workers' Compensation. What are they? Explain and write them in your own words.

2. What happens if an employee does not follow these guidelines?

3. What information is contained in the chart?

4. Where is the senior president of orthopedic surgery located?

INSURANCE

1. How is the information in this section organized?

2. Read one of the numbered sections and in your own words write the important points it contains.

SESSION 3/MATERIALS 3

3. Find at least five new words. Circle them in the text and copy them in your notebook. Read the sentences in which these words are contained. What do you think these words mean? What other words could be used in their place? Write the answers to these questions in your notebook.

May 30, 1989

Quiz on Grady Procedural Documents

Directions: Read the question and circle the letter of the correct answer.

1. Read all headings.

   Which of the following is not a major heading on this form?
   a. The Plan Provides
   b. Disability Benefits
   c. Who is Eligible?
   d. Proof of Continued Disability

2. If you wanted to know what your insurance plan covers which heading would you read?
   a. The Plan Provides
   b. Disability Benefits
   c. Who is Eligible
   d. Schedule of Insurance

3. Look at the chart of numbers. What information does this chart contain? Select below the information you can find in this chart. Does it contain information on:
   a. who is eligible for insurance
   b. how much it costs for different amounts of coverage
   c. what is the number of weeks an employee must be absent to receive disability pay?
   d. the amount of your salary

4. Read carefully the section The Plan Provides. If you were in an accident and lost the use of one eye and one foot your insurance policy would pay what amount?
   a. one-half the amount
   b. full amount
   c. no amount

5. If you were in an accident at work and 400 days later lost sight in one eye would your insurance pay for this loss?
   a. yes
   b. no
   c. does not say in this section

6. Underline the sentence on the information sheet which explains the answer to question #5.

7. The insurance policy will cover you past age 65?
   a. True
   b. False

8. Read the section Schedule of Insurance. How much coverage can each of your children receive?
   a. $ 10,000
   b. $ 100,000
   c. $ 250,000 maximum
   d. $ 5,000

9. Bi-weekly means that something happens _____.
   a. one time per week
   b. two times per month
   c. twice per year
   d. by the week and not by the month

10. All full-time employees are eligible for this insurance. Eligible means that _____.

11. Read the chart Examples of Cost. If you are insured for $60,000 how much will be taken out of each paycheck?
   a. $ 1.10
   b. .88
   c. $ 1.32
   d. $ 1.00

12. Read the section Who is Eligible? Make a list of all the important information in this section. What information does this section contain?

AMA:Tue-Qz/5/29/89

THE PLAN PROVIDES

Personal Accident Insurance will be paid for any of the following losses as the result of an accident occurring on or off the job, while you or the dependent is covered. This protection is in addition to any other benefits that may be payable as a result of the accident.

FULL AMOUNT of Insurance is payable for:

Loss of Life

Loss of: both hands,
both feet,
sight of both eyes,
one hand and one foot,
one hand and sight of one eye, or
one foot and sight of one eye.

ONE-HALF THE AMOUNT of Insurance is payable for:

Loss of: one hand,
one foot, or
sight of one eye.

The total payment for any one accident may not be more than the full amount of Personal Accident Insurance. The loss must take place within 365 days after the incident.

The above benefits apply as long as you remain insured regardless of age.

Please note that this insurance is not limited to Travel Accidents. It applies in the event of any type of Accidental Death or Disability, except as indicated in the "Exclusions and Limitations" section of this brochure.

DISABILITY BENEFITS

FOR EMPLOYEES ONLY

Our Plan has a special feature that protects you if you have an accident before age 70 and, as a result, become totally disabled within the following 30 days.

It works this way. If you are still disabled at the end of 90 days, the insurance will be extended while you remain totally disabled until the end of one year after the accident. If death or other covered loss occurs as a result of the accident while your insurance is being continued under this feature, your Personal Accident Insurance will be paid.

Weekly Income Beginning One Year After The Accident—If, at the end of one year, you are still totally disabled and haven't already become entitled to benefits under the Personal Accident Insurance equal to your face amount, you will be paid a weekly income benefit. The weekly income will be 1/500 of your insurance (less any Personal Accident Insurance benefits payable since the accident) and will be paid four weeks at a time as long as you remain totally disabled, for a maximum of 500 weeks. The unpaid balance of the weekly income disability benefit will be paid in a lump sum to the named beneficiary upon the death of a disabled employee.

Proof of continued disability must be submitted from time to time. To be considered totally disabled, you must be unable, by reason of the accident, to perform any and every duty of your occupation. Beginning with the second year after the accident, you must be unable to engage in any and every gainful occupation for which you are fitted by education, training or experience, as a result of the accident.

SCHEDULE OF INSURANCE

Your Insurance: You may select any amount you wish, in multiples of $10,000, up to a maximum of **$250,000.** However, amounts over $100,000 may not exceed 10 times annual earnings.

Your Spouse's Insurance: You may also select any amount of insurance for your spouse in multiples of $10,000, up to a maximum of $125,000. This amount selected may not exceed the amount of your own insurance.

Your Children's Insurance: Each covered child may be insured for $5,000.

EXAMPLES OF COST

If You Insure		Your Bi-Weekly Cost		
Yourself and Spouse	Each Child	Yourself	Your Spouse	Child Each
$ 10,000	$5,000	$0.22	$0.20	$0.10
20,000	5,000	0.44	0.40	0.10
30,000	5,000	0.66	0.60	0.10
40,000	5,000	0.88	0.80	0.10
50,000	5,000	1.10	1.00	0.10
60,000	5,000	1.32	1.20	0.10
70,000	5,000	1.54	1.40	0.10
80,000	5,000	1.76	1.60	0.10
90,000	5,000	1.98	1.80	0.10
100,000	5,000	2.20	2.00	0.10

WHO IS ELIGIBLE?

All full-time employees are eligible for this insurance.

Dependents who may be enrolled under the Plan are your wife or husband (unless legally separated) and your unmarried children less than 23 years old. Unmarried children who are age 23 but less than 25 years old are also eligible provided they depend on you for support.

A new-born child will not be covered before the monthly premium due date of the Master Group Policy following the child's birth.

Stepchildren, foster children and legally adopted children may be included the same as your own provided they depend on you for support. No one will be eligible as a dependent while covered as an employee or while in military services.

Cover page

Method of The Week

This booklet is a series of exercises related to various "Method of the Week" topics which are distributed as information for housekeeping employees. Before you begin this booklet of exercises, answer the following questions.

Discuss and Write

1. Have you ever tried to explain to someone how to complete a task or chore?
   Have you ever tried to teach someone to do something?
   What did you teach them?
   How did you teach them?
   Did they follow your directions?
   Did they make mistakes?

Write a description of your experience explaining to someone how to complete a task or chore.

2. What does method mean?

3. Look up method in a dictionary. Which meaning from the dictionary fits the way the word is used on the following pages? Copy the definition of method from the dictionary.

METHOD OF THE WEEK: Dust Mopping

Before Reading

Pretend you are explaining to a new employee how to dust mop. In your own words write a step-by-step description of the directions you would give this worker.

Then read the "Method of the Week" on the next page and complete the exercises which follow.

Method of the Week METHOD OF THE WEEK Method of the Week

DUST MOPPING

1. Collect equipment - floor tool, disposable dust cloth, or dust mop, dust pan, dust brush.

2A. Position cloth - place tool in center of dust cloth. Fold cloth over tool. Insert edge of cloth into holes in tool. Leave cloth in a loose position.

2B. Place dust mop on frame, attach to handle.

3. Use dust brush to remove dirt and dust from edges and corners.

4. Sweep - push tool or dust mop from side to side making sure it is pivoted to keep the same surface in front at all times. Use an "S" motion. In corridors, finish by sweeping along edges. Do not lift tool from floor. Keep flush to floor. Avoid bumping along floor.

5. Check cloth - when cloth becomes soiled change positions. Remove excess dust build-up from tool gently. Do not scatter dust when changing. DO NOT change in a patient room.

6. Return equipment - store in a clean and orderly condition.

Reading and After Reading

1. Look at the "Method of the Week" page. What heading is underlined on this page?

2. How many steps for dust mopping are described on this page?

3. How can you determine how many steps are described on this page?

4. Read the suggested steps for dust mopping. When you finish reading, describe these steps in your own words without looking back at the page. Write the suggested steps.

5. Now check back at the Dust Mopping page. Did you leave out any of the steps that were described? If so, which ones?

6. Underline the equipment used in dust mopping.

7. Which part of the equipment is thrown away after use? Where on this page does it indicate that some of the equipment will be thrown away after use?

8. What does #2 describe?

   Why is #2 divided into 2A and 2B?

   What does #2A describe?

   What does #2B describe?

9. According to #4 which of the following best describes how to sweep?

   a. back and forth
   b. side to side in an "s" motion

10. Which diagram best illustrates how to sweep?

a. Hallway

b. Hallway

11. Which part of a corridor is cleaned last?

12. What is used to clean edges and corners?

13. What does step #5 and step #6 describe?

14. Where should you not change the dusting cloth?

15. Underline the words that describe how the equipment should be stored?

16. Look at the steps for dusting that you described before reading the "Method of the Week."

    Did you include information that was not included in the "Method of the Week"? If so, what?

    Did you leave out information?

    Do you think the "Method of the Week" should explain dust mopping differently to a new, inexperienced employee?

17. Re-write the "Method of the Week" as if you were teaching a new employee how to dust.

Vocabulary: Locate and circle the following words in "Method of the Week."

equipment
disposable
position
insert
loose
pivoted
corridors
flush
soiled
excess
scatter

Directions:

Copy these words in your notebook and write what you think the word means based on how it is used in the "Method of the Week."

Look words up in dictionary and write a dictionary definition beside your own explanation of the meaning.

METHOD OF THE WEEK: Daily Vacuuming

Before Reading

Pretend you are explaining to a new employee how to vacuum. In your own words write a step-by-step description of the directions you would give this worker.

Then read the "Method of the Week" on the next page and complete the exercises which follow.

DAILY VACUUMING

1. Collect equipment - vacuum cleaner, vacuum hose, floor tool, crevice tool.

2. Check equipment - make sure vacuum has a clear disposable bag. Check for proper working of all parts to include proper belt alignment. Check electric cord and connection. Test suction. Do not use until any safety problem is corrected. Adjust vacuum to proper height for carpet.

3. Begin vacuuming - vacuum floor area; begin at doorway. Use a push-pull method. Use crevice tool for corners. Overlap each stroke. Vacuum must pass over carpet three times for regular vacuuming and 5 times for heavy cleaning, or until debris is removed.

4. Clean - take vacuum to janitors closet or store room. Replace disposable bag. Wipe clean. Do not remove vacuum bag in patient care area.

5. Return equipment - store in a clean and orderly condition.

Reading and After Reading

1. Look at the "Method of the Week" page. What heading is underlined on this page?

2. How many steps for vacuuming are described on this page?

3. How can you determine how many steps are described on this page?

4. Read the suggested steps for vacuuming. When you finish reading, describe these steps in your own words without looking back at the page. Write the suggested steps.

5. Now check back at the Vacuuming page. Did you leave out any of the steps that were described? If so, which ones?

6. Underline the equipment used in vacuuming

7. In your own words explain what steps #1 and #2 require you to do.

8. Underline the information in "Method of the Week" which explains:
   a. where to begin vacuuming
   b. how to clean corners
   c. how many strokes are necessary to clean carpet

   Which steps explain this information?

9. Which steps of vacuuming are similar to steps described in dust mopping? Explain what directions are the same for both methods.

10. Look back at the directions you wrote for a new employee on how to vacuum.

11. Look at the steps for vacuuming that you described before reading the "Method of the Week."

    Did you include information that was not included in the "Method of the Week"? If so, what?

    Did you leave out information?

    Do you think the "Method of the Week" should explain dust mopping differently to a new, inexperienced employee?

12. Re-write the "Method of the Week" as if you were teaching a new employee how to dust.

Vocabulary: Locate and circle the following word in "Method of the Week."

crevice
proper
alignment
connection
suction
adjust
debris
orderly
condition

Directions

Copy these words in your notebook and write what you think the word means based on how it is used in the "Method of the Week."

Look words up in dictionary and write a dictionary definition beside your own explanation of the meaning.

METHOD OF THE WEEK: Damp Mopping Corridors

Before Reading

Pretend you are explaining to a new employee how to damp mop corridors and open areas. In your own words write a step-by-step description of the directions you would give this worker.

Then read the "Method of the Week" on the next page and complete the exercises which follow.

DAMP MOPPING OF CORRIDORS AND OPEN AREAS

1. Collect equipment - bucket (8 gallon), wringer, clean mop, germicide, hand pad, Wet Floor signs (3 each), putty knife.

2. Dust floor with treated cloth or dust mop.

3. Prepare solution - fill bucket with 4 gallons of cold water. Add germicide per manufacturer's directions.

4. Place "Wet Floor" signs - place the 3 Wet Floor signs approximately 8 feet apart along one half of corridor. Begin mopping at one end of corridor. Bring mop along edge first, include base tile. Mop from edge to center of corridor mopping parallel to the baseboard. Use your hand to direct mop into corners and around door bucks. As floor dries move one "Wet Floor" sign forward approximately 8 feet to continue operation. Use green hand pad to remove gunk, stubborn soil and black marks (one pad may be attached to mop clamp). Use putty knife to remove gum or other deposits.

   Note: Return mop to water frequently to deposit soil. Wring mop sufficiently to avoid getting floor too wet.

5. Replace water - change water frequently to avoid leaving film on floor (at least every 1,000 sq. ft. (100 foot long corridors) or when soil load is heavy).

6. Clean and return equipment - Wipe down inside and outside of bucket (store in a clean and orderly condition).

Method of the Week METHOD OF THE WEEK Method of the Week

Reading and After Reading

1. Look at the "Method of the Week" page. What heading is underlined on this page?

2. How many steps for damp mopping are described on this page?

3. How can you determine how many steps are described on this page?

4. Read the suggested steps for damp mopping. When you finish reading describe these steps in your own words without looking back at the page. Write the suggested steps.

5. Now check back at the Damp Mopping page. Did you leave out any of the steps that were described? If so, which ones?

6. Underline equipment used in damp mopping.

7. What size bucket is used?

8. What does germicide mean?

9. How is a putty knife used in cleaning floors?

10. Explain in your own words what the following sentence means:

    "Add germicide per manufacturer's directions."

11. What should a worker do first when mopping a corridor?

12. How much space should be mopped before changing water? Underline this information in the suggested steps.

13. Look at the steps for damp mopping that you described before reading the "Method of the Week."

    Did you include information that was not included in the "Method of the Week"? If so, what?

    Did you leave out information?

    Do you think the "Method of the Week" should explain damp mopping differently to a new, inexperienced employee?

14. Re-write the "Method of the Week" as if you were teaching a new employee how to damp mop.

15. Vocabulary: Locate and circle the following words in "Method of the Week."

collect
treated
solution
approximately
parallel
continue
stubborn
deposits

Directions

Copy these words in your notebook and write what you think the word means based on how it is used in the "Method of the Week."

Look words up in dictionary and write a dictionary definition beside your own explanation of the meaning.

METHOD OF THE WEEK: Damp Mopping Patient's Rooms

Before Reading

Pretend you are explaining to a new employee how to damp mop patient's rooms. In your own words write a step-by-step description of the directions you would give this worker.

Then read the "Method of the Week" on the next page and complete the exercises which follow.

Method of the Week **METHOD OF THE WEEK** Method of the Week

Method of the Week METHOD OF THE WEEK Method of the Week

DAMP MOPPING OF PATIENTS' ROOMS

1. Collect equipment - 4 gallon bucket, wringer, clean mop, germicidal detergent, green hand pad, 3 Wet Floor signs, putty knife.

2. Dust floor with treated cloth or dust mop.

3. Prepare solution - fill bucket with 2 gallons of water. Add germicidal solution to manufacturer's directions.

4. Mop - begin mopping at far end of patient's room. Mop along edge of base tile first. Use your hand to direct mop into corners and around door bucks. Return mop to water frequently to deposit soil and germs. Wring mop sufficiently to avoid getting floor too wet. Be sure to mop under and behind all furniture. Place Wet Floor sign outside of doorway - to one side. Use green hand pad to remove gunk, stubborn soil and black marks (pad may be attached to mop clamp). Use putty knife to remove gum or other deposits.

   Note: Return furniture to its proper place.

5. Change water - change water after mopping 3 rooms or sooner if water becomes dark.

6. Clean and return - wipe down inside and outside of bucket. Store in a clean and orderly condition.

Method of the Week METHOD OF THE WEEK Method of the Week

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Method of the Week METHOD OF THE WEEK Method of the Week

Reading and After Reading

1. Look at the "Method of the Week" page. What heading is underlined on this page?

2. How many steps for damp mopping patient's rooms are described on this page?

3. How can you determine how many steps are described on this page?

4. Read the suggested steps for dust mopping. When you finish reading, describe these steps in your own words without looking back at the page. Write the suggested steps.

5. Now check back at the Damp Mopping Patient's Rooms page. Did you leave out any of the steps that were described? If so, which ones?

6. Explain what is different about damp mopping a corridor and damp mopping a patient's room.

7. Underline the information which states how often water should be changed.

8. Look at the steps for damp mopping a patient's room that you described before reading the "Method of the Week."

   Did you include information that was not included in the "Method of the Week"? If so, what?

   Did you leave out information?

   Do you think the "Method of the Week" should explain damp mopping a patient's room differently to a new, inexperienced employee?

9. Re-write the "Method of the Week" as if you were teaching a new employee how to dust.

Vocabulary: Circle any words you do not know. Copy them in your notebook and guess at what they mean. Write a meaning for each word.

Then, look the word up in a dictionary.

METHOD OF THE WEEK: Spray Buffing Corridors

Before Reading

Pretend you are explaining to a new employee how to spray buff. In your own words, write a step-by-step description of the directions you would give this worker.

Then read the "Method of the Week" on the next page and complete the exercises which follow.

SPRAY BUFFING CORRIDORS

1. Collect equipment - floor machine, spray buffing pads (2), spray bottle (with spray buff solution), abrasive hand pad, putty knife.

2. Dust floor.

3. Damp mop floor. Use cold water.

4. Remove black marks with abrasive pad attached to mop clamp.

5. Spray floor - using spray buff solution spray ahead approximately 4 feet. Let pad carry solution to edge. While spraying avoid covering machine with finish. Spray directly on marks. Avoid blemishes and swirls. Move forward. Do not allow solution to dry on floor without buffing.

   Note: Heavy squirting: causes too much penetration of finish, results in excess removal of finish - causes excess glazing on pad. AVOID excess mist: floats onto base tile, trapping dust and dirt. Two pads should be used to save time and encourage frequent changing. If you need to polish over a given area more than 2 times. . . . . you are applying too much spray.

6. Clean pad - clean pad often; use center piece from pad or deck brush. Wash under hot water spigot. Don't store pad dirty. Severe buildup or glazing may need soaking or washing.

7. Dust floor.

8. Clean and return equipment - store in a clean and orderly condition.

Method of the Week METHOD OF THE WEEK Method of the Week

Reading and After Reading

1. Look at the "Method of the Week" page. What reading is underlined on this page?

2. How many steps for spray buffing are described on this page?

3. How can you determine how many steps are described on this page?

4. Read the suggested steps for spray buffing. When you finish reading describe these steps in your own words without looking back at the page. Write the suggested steps.

5. Now check back at the Spray Buffing page. Did you leave out any of the steps that were described? If so, which ones?

6. Re-read step #5.
   What warning is given about the problem of:
   a. heavy squirting?
   b. excess mist?

   Underline the information and then explain in your own words.

7. Look at the steps for spray buffing that you described before reading the "Method of the Week."

   Did you include information that was not included in the "Method of the Week"? If so what?

   Did you leave out information?

   Do you think the "Method of the week" should explain spray buffing differently to a new, inexperienced employee?

8. Re-write the "Method of the week" as if you were teaching a new employee how to dust.

Vocabulary: Circle any words you do not know. Copy them in your notebook and guess at what they mean. Write a meaning for each word.

Then, look the word up in a dictionary.

Grady Work Scenarios

Problem Solving
Work Scenario #1: The Grady Laundry Inspection

The Grady laundry department is getting ready for inspection. The staff is inspecting equipment, checking all maintenance procedures to ensure that their department is well prepared and orderly.

Inspection day has arrived. However, four staff persons are absent. One is a patient at Grady. Two could not get to work due to inclement weather. One has dislocated her knee while jogging. There are still 2,000 sheets to be laundered and 3,500 uniforms to sew. What would you as a laundry supervisor do to solve this problem?

1. Please identify the main problem.

2. Which employees would you identify to assume responsibility to take care of the problem and why? (Be sure to include information on assigning tasks and scheduling. Please list steps you would take to solve the problem in the order of their importance.

Role-Playing: (to be taped)

Work Scenario #2: A Television Interview

The food service staff from Grady's main kitchen is going to be interviewed for Monica Kaufman's People-to-People television show. Sonia Slaton, Annie Monroe, Deborah Arnold and Katherine Brown will talk about how their work in food services helps Grady's patients get well and stay well.

Ms. Sonia Slaton and Ms. Kathryn Brown wish to include two people from other areas of food service -- one who works on cafeteria #2 serving line and another who actually distributes patients' food. Monica Kaufman has agreed they can invite two other women to the interview. Who else do you as a main kitchen staff choose to participate in the interview? Who do you need to invite to ensure the television audience gets the whole picture of Grady food service?

Questions:

1. What is meant by the whole picture of Grady food services? Please explain in your own words. Be sure to talk about the different roles people play and how one person's work relates to the other. Write a paragraph on your explanation.

2. Practice Makes Perfect.
Think about your television interview. Practice what you intend to describe about your work in food services.

Think about:

a. your voice tone and level -- how do you sound to other people? Is your voice too high or too low?

b. speed -- are you talking too fast, too slowly?

c. Take a deep breath, relax and talk.

Housekeeping: On the job training for new housekeeping workers

Work Scenario #3: (Giving step-by-step instructions:)

Grady Hospital Housekeeping:
The new housekeeping staff people have arrived. You are responsible for their on-the-job training. Please write one memo for all of them. Provide a step-by-step description of what they must really know and do for dust mopping at Grady. Please be sure to talk about, to describe all the information you really know about dust mopping.

Personnel Quarters (Orientation for Grady's international students). You are responsible for greeting Grady's arriving international students. You must orient them, get them acquainted with their living quarters, policies and procedures for cooking and maintaining their rooms in Armstrong and Piedmont halls where they shall reside. Think about what you need to tell them and the order you should present this information in. Then write down the steps as you describe them in your orientation under the topic of Living Quarters.

Living Quarters:

a. maintaining your room (list policies and procedures)

b. linen supplies (How do you get linen? Where do you go?)

c. cooking (Where can you cook? In what places?)

d. Specify any more information you think the international students should have.

Bonus - A Demonstration.

You have been attending the Job Skills Enhancement classes. You have been working hard to pass your GED as well. There are three area clerk jobs and one nursing assistant job available. Please explain the in-house employment procedures you must follow to make application to advance to this position. Be prepared to explain to your classmates:

1. All the prerequisites you must meet to become eligible - schooling, work experience.

2. What the actual duties of an area clerk are.
   a. What does an area clerk do for in-patients? Please list the duties.

   b. What does an area clerk do for out patients, please list the duties.

   c. Who monitors the area clerk's work, how much are they paid? Are there apportunities for overtime?

What other traits do you think an area clerk should have to do a good job. Please write a sentence describing what the area clerk should be like regarding:

attitude:

behavior:

appearance:

handwriting:

telephone skills:

Grady Work Vocabulary

Exercises:

Grouping Related words

Instructions:

1. Please select a group of ten or more related words from the Grady Work Vocabulary list attached. Then make up a paragraph using these words and write it down:

2. Choose five words from this list and write your own definitions. Try to recall how you remember these words being used in our classwork.

   Discuss these words and the definitions you chose with your class partner to verify their meanings as you have written them.

   Then look up the definition in your dictionary that matches the meaning you gave in your own words. Please use the format we worked with in class that follows:

Grady Work Vocabulary

Your Definition	Dictionary Definition
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

3. Topic: Taking Time off From Work

Please look at the topic above. Think about what work vocabulary you would use to discuss this. Then choose at least ten words that you would use. Write them down in list form.

4. Topic: Interviewing in the Housekeeping Department.

Please look at # 4 topic above. Think about what work vocabulary you would use to interview a new employee for a position in housekeeping. Make a list of these words.

Pretend you are a housekeeper. Practice interviewing a prospective employee in housekeeping using all the words from your list. Work with your partner.

Class members will share with you what they think about ' you used your work vocabulary list in your role playing

42. description
43. diagram
44. corridor
45. disposable
46. inclement weather
47. retirement plan
48. Employee Assistance Program(EAP)
49. authority
50. anniversary
51. accident
52. sanitary
53. supervisor
54. area clerk
55. medical records
56. manager
57. personnel
58. schedule
59. Grady Memorial Hospital
60. coverage
61 surgical emergency care (sec)
62. pediatric emergency care (pec)
63. services rendered
64. vital signs
65. team leader
66. job objective
67. current rate
68. general increase
69. smoking cessation
70. account
71. withdrawal
72. deposit ticket
73. strictly confidential
74. permission
75. laundry
76. vacuumed
77. grievance
78. disciplinary
79. abated
80. currency
81. admissions
82. pharmacy
83. attendance bonus
84. in-service education
85. standards of conduct
86. security escort service
87. prescriptions
88. orderly
89. inspection

Since I've been employed at Grady Hospital, I've seen, heard, and learned a lot. My hardest problem was getting the job. I was literally dragged to Personnel by a male friend. He knew I was afraid of change, so he talked to me. He told me I needed to make an adjustment with my way of thinking. He said, "You can do it. Besides, think of the benefits: paid vacations, holidays, good insurance coverage for you and your kids. You'll be paid bi-weekly and get accumulated sick time. In case of accident you could also join the Credit Union." When he said that, he added, "I don't know what you're afraid of . You're a lot smarter than you think." So I waited it out, and said, "OK, OK, I'll try."

We went into the Personnel office, filled out an application, then left. He told me to keep my application updated. So, what I did, I kept calling and going down there until I talked to Mrs. Knight, the Personnel Director. She set up an interview with the manager in Food Service. I was shocked to see that the manager in Food Service was young and pretty; I thought she would be an elderly lady. She greeted me, and briefly discussed policies, procedures, restrictions, breaks, and evaluations. Then she let me know what my job description was. Afterwards she gave me a hospital policy manual and a schedule so that I would know which shift I was to work and the days I would be off. I asked her how long I would have to be on the job before my benefits would be effective.

She stated, "I really can't say, knowing you will be working under the condition that you're only supposed to be here temporarily, just taking a lady's place until she comes back from maternity leave." I asked, "Why did you give me so much information?" She said, "That was just in case you make good in 90 days. Then we'll see if we can still use you."

Those next few months I worked harder than ever, trying to make good. I tried to learn as much as I could about menus, the right equipment to use for portion sizes, doing and learning everything I thought mattered. I made it, but now I'm trying to transfer out. You can't advance without some type of in-service education, or using some friend's authority as admission to another department.

By Renea Bentley, June 28, 1989: essay using Grady Work Vocabulary List.

Comprehension Questions - Renea Bentley

Essay

1. What was the hardest problem Ms. Bentley encountered at Grady?

2. Why was it hard? What did she first have to do to solve this problem?

3. What are all the things she did to get her job at Grady? What order did she do them in?

4. What did Ms. Bentley do to change her job status from temporary to permanent? Did her strategy pay off?

5. What is she currently hoping to achieve? Why would this be important?

6. What would you use as a title for this essay?

For use in class Tuesday, August 1, 1989. Have the class and instructors read this together. Encourage discussion about the questions "For class discussion." Writing assignment:

She turned 16 on April 5. By April 6 she had gotten her driver's license and found the mall and music stores. "I need a bigger allowance," our daughter announced.

"You mean, Amy, you need more money to spend," I replied. "How about doing some more baby sitting?"

"NO WAY, Mom! I'm going to get a real job! My friends all work at the mall, and I will too."

We warned her about working too many hours, letting her grades slip down, and walking through the mall parking lot at night. But within days Amy had gotten a job application from J.C. Penney's, at the mall. As the day for her job interview drew closer, she became more and more nervous. "Why are you making me go through all this?" she whined. "You could just raise my allowance!" Amy's grandmother, who had become an orphan by the time she was 16 and had worked all through the Depression, jumped on Amy's remark:

"Amy! I can't believe you would ask your parents for more money when you are perfectly capable of working! Don't you have any pride?"

Pride was not the emotion which Amy was feeling at that moment. She was just plain scared, I decided, and, as is my habit, I tried to get her to talk about her feelings so that she could manage them. "You're nervous about meeting the Personnel Manager, aren't you?" I asked.

"I'm afraid I'll say something stupid!! He won't like me! My nose is too big! My hair looks terrible! How come I'm the only one in our family with a big nose?" And finally, as we waited in the office of the Personnel Manager, "If I don't get this job, I'll kill myself!"

I felt my heart flutter with fear that Amy would even THINK about killing herself. Before I could speak to her, Grandma stepped in again with cold common sense:

"Amy! You have no right to worry your mother with that kind of talk! Pull yourself together and act like a lady!"

Amy responded by sighing, brushing her hair, and then repairing her makeup. The personnel Manager appeared and took her into his office. After a very short time, about 5 minutes, Amy returned to the waiting room. She struggled to hold back tears as she reported to her Grandma and me: "I didn't get the job. All the jobs have already been filled!"

For class discussion: What do you think happened next? What did Amy's mom say? What did her grandmother say? How do you know?

Writing assignment: Think about these ideas: where do you see <u>yourself</u> in this story? Which character are you? Have you ever been in Amy's shoes? How did you manage your disappointment? You may want to answer these questions in your paper. WRITE A PAPER (at least 4 paragraphs) on how you feel and what you do when you don't get what you want.

JH/gs/a:Ama/Amy/7/27/89

Comprehension exercise. Read the passage; answer the questions which follow.

Take wet sheets from the cart. Shake out; hang on poles. Carry sheets to the iron. They come out on the other side, ironed. Two ladies make the first fold; one lady makes the second fold and stacks the sheets in piles. Checker recounts the sheets. They are taken to the hospital.

(By Laverne Richardson 6/20/89).

1. According to this paragraph, the third thing that happens to the sheets is:

   a. They are hung on poles.
   b. They come out on the other side, ironed.
   c. They are carried to the iron.
   d. They are taken to the hospital.

2. Underline the clues which you used to answer question 1.

3. The best title for this article is:

   a. The Job of a Checker.
   b. Working in the Grady Laundry.
   c. Ironing and Folding Sheets.
   d. Delivering Sheets to the Hospital.

BEST COPY AVAILABLE

INTER-OFFICE COMMUNICATION
The Fulton-DeKalb Hospital Authority
Atlanta, Georgia 30335-3801

TO: ALL EMPLOYEES

September 19, 1988
DATE

FROM: EMPLOYEE HEALTH CLINIC

RE: Smoking Cessation

EXT: 5-4601

BOX: 26178

Smoking Cessation classes have been approved for Grady Memorial Hospital Employees. There will be twelve (12) classes offered consisting of 14 sessions each. (Each session 30 minutes).

Beginning

October 3, 1988	6:30 a.m. - 7:00 a.m.
	9:00 a.m. - 9:30 a.m.
	1:00 p.m. - 1:30 p.m.
	3:00 p.m. - 3:30 p.m.
October 24, 1988	6:30 a.m. - 7:00 a.m.
	9:00 a.m. - 9:30 a.m.
	1:00 p.m. - 1:30 p.m.
	3;00 p.m. - 3:30 p.m.
November 21, 1988	6:30 a.m. - 7:00 a.m.
	9:00 a.m. - 9:30 a.m.
	1:00 p.m. - 1:30 p.m.
	3:00 p.m. - 3:30 p.m.

The fee for the above classes will be $19.00 payable the 1st day of class. If the employee remains smoke free for 6 months the 19.00 will be refunded.

If you are interested in these classes please detach and send to the EMPLOYEE HEALTH CLINIC

NAME_____ DEPT._____

EXTENSION_____

BEGINNING DATE OF CLASS_____

TIME OF CLASS_____

Directions: Read the attached memo "Inter-Office Communication" and answer the questions, basing your answers on this memo.

When several answers are given, choose one only. Please circle the letter in front of the answer you choose.

1. This memo is written to:
   A. Part-time employees only
   B. Laundry and housekeeping employees only
   C. All Grady employees
   D. Employees in the health clinic

2. Circle the words on the memo which helped you answer question 1.

3. Look at Re: on the memo.
   What does Re mean? _____

   _____

   What is this memo about? _____

   _____

   _____

4. Circle the words on the memo which helped you answer question 3.

5. What does smoking cessation mean? _____

   _____

   _____

   _____

6. Read the entire memo. If you take these classes what will you learn to do? _____

   _____

   _____

   _____

7. How much must you pay to take these classes? _____

   _____

   _____

   _____

8. Is there any way to get your money back <u>after</u> taking these classes? _____

   How? _____

   _____

   _____

9. If you enroll in these classes, how many sessions would you be expected to attend? _____

   _____

   _____

10. Underline the words in the memo which help you answer question #9.

11. How long will each class session last? _____

    _____

    _____

12. Underline the words in the memo which help you answer question #11.

13. Some information on this memo is confusing and is not clearly written. What questions do you have about this information? List your questions.

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

14. To whom would you ask these questions? _____

_____

_____

15. Who would you call if you wanted more information about these classes? _____

INTER-OFFICE COMMUNICATION
The Fulton-DeKalb Hospital Authority
Atlanta, Georgia 30335-3801

TO: All Employees August 21, 1988
Date

FROM: Employee Health Clinic

RE: Smoking Cessation

EXT: 5-4601

BOX: 26178

Smoking Cessation classes have been approved for Grady Memorial Hospital Employees. There will be twelve (12) classes offered consisting of 14 sessions each. (Each session 30 minutes).

Instructions: Look at the first part of the memo on Smoking Cessation. Think about the word cessation. What does it mean?

Write down another word for cessation:

Instructions: Look at the second part of this memo on Grady Job Skills Enhancement Classes:

Signing Up For Class.

"You may continue to attend the class which you have been attending or you may switch to a different session."

Instructions: Look at the words underlined above. Now look at the same sentence without the underlined words. Please substitute new words that have the same or nearly the same meaning.

"You may _____ to attend the class. Which you have been attending or you may _____ to _____ session.

What clues did you use to find the meanings of these words? List them here and prepare to discuss them with the class.

INTER-OFFICE COMMUNICATION

The Fulton DeKalb Hospital Authority
ATLANTA, GEORGIA

TO: Laundry Employees

FROM: Mr. C.B. Williams, Laundry Manager C.B. Williams

RE: Change in Laundry Call-in Policy

EXT: 5-3793

Employees are expected to call in to report their anticipated absence in advance of one hour before the shift begins. For example, if your shift begins at 7:30am and you will be late or absent due to sickness, you should report in by 6:30am.

You have a number of options in calling, but the primary number will be at 589-3367. Mr. Gerald Revis, night supervisor should be at this number. The other numbers are;

Mrs. Woodard: 691-8402
Mr. Davis : 691-5722or691-0618
Mr. Williams: 699-0244
Mr. Arrendale 981-7279

The fact that an employee has called in ill does not automatically indicate that the absence is authorized or that the sick leave will be paid. (This same policy applies when an employee expects to be late for work.)

CBW/taw

Read the attached memo "Inter-Office Communication" and answer the questions, basing your answers on this memo.

When several alternative answers are given, choose <u>one</u> only. Please circle the letter in front of the answer you choose.

1. This memo is written to:

   a. All Grady employees
   b. Laundry and Housekeeping Employees
   c. Laundry Employees
   d. Part-time employees only

2. Circle the words on the memo which helped you answer question 1.

3. Look at Re: What does it mean? What does this memo regard or, what is it about?

4. Circle the words on the memo which helped you answer question 3.

5. According to this memo, the first person a laundry employee should try to call if he or she is going to be absent is:

   a. Mrs. Woodard at 691-8402
   b. Mr. Davis at 691-5722
   c. Mr. Gerald Revis at 589-3367
   d. Mr. Williams at 699-0244

6. Underline the information in the memo that helped you to answer question 5.

7. If an employee calls in sick or late, sick leave will automatically be paid.

   a. true
   b. false

8. When are employees expected to call in their anticipated absence?

   a. at any time before the beginning of their shift
   b. exactly one hour before the beginning of their shift
   c. before one hour before the beginning of their shift
   d. by 6:30 a.m.

9. In the space that follows, write the words from the memo that helped you answer question 8:

   _____
   _____
   _____
   _____
   _____

Grady Memorial Hospital
80 Butler Street
Atlanta, Georgia 30335-3801

TO: Mr. Marvin Arrington, President
Atlanta City Council

FROM: Annie R. Williams, Housekeeper Grady Hospital

DEPT: Housekeeping

RE: More Money For Grady Housekeeping Staff

EXT: 589-4065, 4068

Box: 26024

DATE: 8/15/89

I, Mrs. Annie Williams, am writing to you because Grady housekeeping staff need more money. If it wasn't for people like me and the laundry and kitchen people Grady couldn't run.

We do all of the work and we are put down. We are not getting the money we need so we can make a way for our families. If the housekeeping staff and the laundry and kitchen staff decided to walk out the hospital could not run.

When you are seated in your next board meeting to correct these things please think of the little people at Grady Hospital.

I would like to hear from you.

Thank you.

cc: Maynard Jackson
100 Peachtree St., N.W. Suite 2300
Atlanta, Georgia 30303

Michael Lomax, Chairperson
Fulton County Commissioner's Office
141 Pryor Street, S.W.
Atlanta, Georgia 30303

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Reading Carefully

Memo

1. Who was this memo written to?

2. What was this memo about?

3. Were directions given in this memo?

4. What were the directions given in this memo?

5. What questions do you have that were not answered in this memo? List these questions.

Inter-Office Communication
The Fulton-DeKalb Hospital Authority
Atlanta, Georgia 30335-3801

TO: Mrs. Genell Philips

FROM: Annie Lawson

RE: Registration For The G.E.D. Exam.

EXT: 5-4601

BOX: 26178

DATE: 8-22-89

Mrs. Philip when you go to register for the G.E.D. Exam make sure you ask them to help you with filling out your form.

They want you to register a day before you go for the exam because it takes a little time to prepare. Ask them to show you how to bubble in your name on the form.

When you take the exam try to answer as many questions as you can because each answer is a point. If you don't know the answer take guesses.

They pick the title for the Essay. My title was "The Pressures of Society" and what ~~was~~ some of the pressures in my life were. I wrote about trying to get the G.E.D. and how I wanted to further my education in order to get a better job and make a better salary.

Reading Carefully

Memo

1. Who was this memo written to? _____

2. What was this memo about? _____

3. Were directions given in this memo?

4. What were the directions given in this memo? _____

5. What questions do you have that were not answered in this memo? List these questions. _____

1. What is the very first thing Mrs. Lawson instructs Mrs. Phillips to do when she goes to register for the GED?

2. What is the specific requirement that they want you to fulfill in the registration process?

3. What is meant by "bubble in your name on the form"?

4. What specific advice does Mrs. Lawson give about answering questions?

5. Explain below in your own words about the process involved in writing your essay for the GED.

Name: _____
Class: _____
Date: _____

(Use for homework Tues., Aug. 15...bring to class and go over Wed., Aug. 16)

Read the attached **memo (third page)** and answer the questions on this page and **page 2, basing your** answers on the memo. When two or more choices **are given as answers**, choose one answer only. Circle the **letter in front of the** answer which you are choosing.

1. The subject **of this memo** is _____. Write your **answer** in the blank).

2. Circle the words on the memo which helped you answer question 1.

3. This memo is written to _____.

4. How many separate sessions of classes are being offered?

   a. one
   b. two
   c. three
   d. four

5. On what days are most of the class sessions being offered?

   a. Mondays and Wednesdays
   b. Tuesdays and Wednesdays
   c. Tuesdays and Thursdays
   d. Wednesday and Thursdays

6. If you choose to attend class at 8:30 a.m., you must come on what days?

   a. Tuesdays and Wednesdays
   b. Tuesdays and Thursdays
   c. Wednesdays and Thursdays

7. If a person wishes to begin attending now, she or he should do the following:

   a. Just come to class during one of the scheduled sessions.
   b. Call the Center for the Study of Adult Literacy and sign up.
   c. Check with supervisor to get released from work during class time and then begin attending class.
   d. Check with supervisor to get released from work during class time and call the instructor, Ms. Ama Saran.

Questions - Page 2

8. Circle the information on the memo which helped you answer question 7.

9. When the instructor, Ms. Saran, is ill, there will be no classes.

   a. true
   b. false

10. Circle the information on the memo which helped you answer question 10.

11. If you have any questions about the time of class, teacher absence, or any other part of class, what telephone number should you call? Write the seven-digit number in this space: _____.

12. How many major topics are mentioned in this memo?

   a. one
   b. two
   c. three
   d. four

13. Write the major topics of the memo in the space which follows:

_____

_____

_____

_____

14. How did you recognize the major topics? Explain how you recognized them, in the space that follows:

_____

_____

_____

_____

TO: Members of the Grady Job Skills Enhancement classes

FROM: Center for the Study of Adult Literacy at Georgia State University

RE: Classes remaining in the program

EXT: 651-2405

DATE: 8-15-89

Time of classes

From August 15 until Sept. 30, 1989, classes will continue to be offered every week at the usual times in Room 207, Piedmont Hall:

Tuesdays and Wednesdays from 10:30 a.m. to 12 noon.
Tuesdays and Wednesdays from 1:30 p.m. until 3 p.m.
Tuesdays and Wednesdays from 3 p.m. until 4:30 p.m.
Wednesdays and Thursdays from 8:30 a.m. until 10 a.m.

Signing up for class

You may continue to attend the class which you have been attending, or you may switch to a different session. If you choose to switch, have your supervisor approve the switch and inform the instructor, Ms. Ama Saran. If you know someone who wishes to begin attending, it is not too late to begin. New class members need to check with their supervisors so that they can be released from work during class time. They should begin attending class as soon as they have been approved by their supervisor.

Absence of teacher

We want you to know that classes will be held on schedule even when the instructor, Ms. Ama Saran, is absent. One of the tutors will lead the class on those days. If you have any questions about the time of class, teacher absence, or any other part of class, please call the Center for the Study of Adult Literacy at the number given above.

Aug.15/c:

NEEDLE DISPOSAL POLICY

Purpose: *To establish a procedure that will outline the appropriate steps to take for the disposal of needle containers.*

Procedures: Step by Step

A. *Sealing the Opening on the Needle Container*

Step 1 - Check all needle containers in your assigned work area on a daily basis.

Step 2 - On each needle container you will see lettering that will state, "Do Not Fill Above This Level." This statement is located on the front side of the needle container, approximately 2 inches from the top. When checking the needle containers, you will see an opening on the top right hand side. To determine when the needle container is filled to the appropriate level, you will look inside the opening, then look on the front of the needle container to locate the statement, "Do Not Fill Above This Level." When you see that the contents inside the needle container has reached this level, it is time to seal the opening.

Step 3 - To seal the opening on the top right hand side of the needle container, you will take the following steps to safely accomplish this task:

a. On the top left hand side of the needle container you will see a red cap. You will remove this cap and proceed to the next step.

b. To seal the opening, there are four slots located around the opening. The red cap has four extentions that fit into these slots. Take the red cap and align the extentions to fit into the four slots and press the top into these slots.

c. The needle container is sealed and ready for disposal.

B. *Disposal of Sealed Needle Container*

Step 1 - Once the needle container opening has been sealed, the next step is to remove the security lock.

Step 2 - Once the security lock has been removed, remove the sealed needle container from the brackets and carry to the nearest bio-hazardous barrel for disposal.

C. *Replacing Needle Containers*

Step 1 - A new needle container is composed of two parts. There is a top and bottom piece. Before you place a new needle container into the wall brackets, the top piece must be placed on the bottom piece. In order to accomplish this task, the bottom piece, with the yellow lettering facing you, should be placed on a horizonal surface. The top piece will be placed on the bottom piece, with

the opening on the right hand side. There are eight slots on the top piece and eight extentions on the bottom piece. The top piece slots must be aligned with the bottom extentions. When this is accomplished, press firmly on all sides to secure the top to the bottom.

Step 2 - Once the top has been secured to the bottom, place the needle container in the wall brackets, making sure that the yellow lettering is facing you.

Step 3 - Secure the needle container by placing the security lock into the wall bracket and locking the security lock.

* Over-Filled or Improperly Filled Needle Disposal Containers

Should an employee encounter a needle container that is over-filled or improperly filled, the employee is to contact their immediate supervisor or in their absence, the shift manager.

Under no circumstances should the employee try to seal the opening on the needle container when it is over-filled or improperly filled.

It will be the responsibility of the immediate supervisor or the shift manager to seal the opening on the needle container should this situation occur.

To repeat, under no circumstances should an employee try to seal the opening on the needle container when it is over-filled or improperly filled.

Work Scenario #1: Handwashing

Mr. Moss, Mrs. Lawson and Mrs. Phillips are on the same housekeeping team. They have been assigned to both the intensive care units and the newborn nurseries for the week. Because they have more experience they must first provide on-the-job-training for new employees, Sonia and Anthony, who will join them on the housekeeping team.

I. Role play instructing the new employees in handwashing using these questions.

   a. What is the first thing you would tell them that is the single most important means of spreading infection?

   b. Do the new employees really need to wash their hands when they are wearing gloves? When should they wash their hands if they need to even with gloves?

   c. If the new employees must touch first one patient then go and work with another patient they must touch, what precautions should they take?

   d. In intensive care units what extra special precautions should be taken?

   e. Where in the text did you find the answer to these questions. Locate the information and draw a circle around it.

   f. Is there additional information that you know that was not included in the information on Handwashing?

Precautions #2: Masks

In general, masks are recommended to prevent transmission of infectious agents through the air. Masks protect the wearer from inhaling large particle droplets transmitted by close contact and small particle aerosols droplets such as tuberculosis that remain suspended in the air and thus travel longer distances.

Masks might also prevent transmission of some infections that are spread by direct contact with mucous membranes, because masks may discourage personnel from touching the mucous membranes of their eyes, nose and mouth until after they have washed their hands and removed the mask.

If the infection is transmitted by large-particle (droplets) as in the common cold masks are recommended only for those close to the patient. If the infection is transmitted over longer distances by air, masks are recommended for all persons entering the room. Masks should be used only once because they become ineffective when moist and discarded in an appropriate receptacle. Masks should not be lowered around the neck and reused. All masks should cover both the nose and mouth.

Work Scenario #2: Masks

Ms. Amanda Flemming, Ms. Lottie Manson, Mrs. Laverne Richardson, Mrs. Patricia Freeman, and Mrs. Barbara Martin all work in the Grady laundry. They have been asked by the Laundry manager, Mr. Caesar Williams, to design a staff presentation on taking precautions in the laundry -- wearing masks.

Please look at the information on masks and the words underlined in the text. Use the rest of the sentence to determine the meaning of the words. If you can not determine the meanings this way use your dictionary.

Use the questions below to design your staff training program. These will be the questions personnel will ask about most frequently.

1. What is the purpose of wearing a mask? Do they really protect you? What do they protect you from? Please refer to the information on masks. Where in this text did you find your answer? Please circle the answer that you found.

2. What is a mucous membrane? Where are they located? How do they spread infections? Please refer to the information on masks. Where in this text did you find your answer? Please circle the answer that you found.

3. What must you do before you touch the mucous membranes of your eyes, nose and mouth? Please refer to the information on masks. Where in this text did you find your answer? Please circle the answer that you found.

4. When a patient or an employee has a cold, when should masks be worn? Under what circumstances should <u>all</u> personnel wear masks? Please refer to the information on masks. Where in this text did you find your answer? Please circle the answer that you found.

5. How often can you use the same mask? Why? What happens when they become moist? Please refer to the information on masks. Where in this text did you find your answer? Please circle the answer that you found.

6. What is meant by discard the mask in the appropriate receptacle? Please refer to the information on masks. Where in this text did you find your answer? Please circle the answer that you found.

7. Should a mask cover only the mouth? Please refer to the information on masks. Where in this text did you find your answer? Please circle the answer that you found.

Precautions #3: Gowns

In general, gowns are recommended to prevent soiling of clothing when taking care of patients. Gowns are not necessary for most patient care because such soiling is not likely. However, gowns are indicated when taking care of patients on isolation precautions if clothes are likely to be soiled with infective secretions, or excretions.

Use gowns when changing the bed of a patient who has infectious diarrhea or when holding an infant who has a respiration infection. Gowns should be used for all persons entering the room of patients that can cause serious illness if transmitted in a hospital like chicken pox.

Gowns should only be worn once and then discarded in an appropriate receptacle. Clean, freshly laundered, or disposable gowns may be worn in most circumstances. With extensive burns or extensive wounds, sterile gowns may be worn when changing dressings.

#3: Reading Carefully -- Gowns

1. In general, why are gowns recommended? Please locate in the information on gowns where you found your answer. Put a circle around your answer.

2. What is meant by the phrase, "soiling is not likely? Please locate in the information on gowns where you found your answer. Put a circle around your answer.

3. What is meant by "isolation precautions, infective secretions? Please locate in the information on gowns where you found your answer. Put a circle around your answer.

4. Name two circumstances in which you must use gowns. Please locate in the information on gowns where you found your answer. Put a circle around your answer.

5. Give the name of an infection that if spread in a hospital can cause serious illness. Please locate in the information on gowns where you found your answer. Put a circle around your answer.

6. How often can you wear the same gown? How must it be disposed of? Please locate in the information on gowns where you found your answer. Put a circle around your answer.

7. In what circumstances do you use a sterile gown? What is sterile? Where can you find its definition? Please locate in the information on gowns where you found your answer. Put a circle around your answer.

Universal Precautions Part II

Part I: Gloves

In general, there are 3 distinct reasons for wearing gloves. First, gloves reduce the possibility that personnel will become infected with micro-organisms that are infecting patients. Second, sterile gloves reduce the likelihood that personnel will transmit their own germs to patients when they perform operations or touch the patient's open surgical wounds. Third, gloves reduce the possibility that personnel will become infected with micro-organisms that can be transmitted to other patients. Under most conditions such infection can be eliminated by handwashing.

For many diseases or conditions listed in this guideline, wearing gloves is indicated for touching the excretions, secretions, blood or body fluids that are listed as infective material. Gloves may not be needed if you do not touch infective materials with hands.

Disposable single-use gloves should be worn. They must be sterile or non-sterile, depending on the purpose for use. Discard used gloves into an appropriate receptacle. After you have direct contact with a patients excretions or secretions gloves should be changed if you are not through caring for the patient.

Precaution #2: Bagging of Articles

Used articles may need to be enclosed in a sturdy bag before they are removed from the room of a patient on isolation precautions. Bagging the patient's articles like this is intended to prevent accidental exposure of personnel to contaminated articles and prevent contamination of the environment. Most articles do not need to be bagged unless they are contaminated (or likely to be contaminated) with infective material.

A single bag is probably adequate if the bag is sturdy and not easily penetrated and if the article can be placed in the bag without contaminating the outside of the bag; other wise double-bagging should be used. Bags should be a particular color designated solely for contaminated articles or infectious wastes.

September 12, 13, 1989

Quiz #3: Grady's Universal Precautions: Gloves and Bagging of Articles

Instructions

Before Reading:

Look over each article, 1) Gloves and 2) Bagging of Articles very carefully. Then answer the following questions based on the text.

1. What is the title of the first article?

_____

_____

_____

2. What are the three reasons for wearing gloves? State them below in your own words.

1. _____

2. _____

3. _____

Please put a circle around each of the three reasons you found in the text.

3. Look at the first paragraph carefully. Please give your definitions of the following vocabulary words as they are used in the sentence or phrase.

a. In general there are three distinct reasons for wearing gloves.

Distinct as it is used in this sentence means:

b. Gloves reduce the possibility that personnel will become infected.

What does reduce mean as it is used here?

c. That is why sterile clean and specially packaged gloves are used.

Underline the part that says what sterile means.

Please draw a circle around the part of the text that helps you figure out what sterile means.

d. Gloves reduce the possibility that personnel will become infected or contaminated with a disease producing substance.

Underline the part that says what infected means.

e. Such infection can be eliminated, gotten rid of, by handwashing.

What is the meaning of the word eliminated?

Please underline the part of the sentence that says what eliminated means.

4. Please locate the second paragraph. Read it carefully. Now, please answer the following questions:

   a. According to the information you read, draw a circle around the part of the text that helps you figure out a good reason for wearing gloves.

   b. Please mark in text where you found times where you do not need to wear gloves.

5. Look at the third paragraph.

   a. Define in your own words Disposable single-use gloves.

_____

_____

_____

   b. Define in your own words non-sterile.

_____

_____

_____

   c. Please put two lines under section of text that helped you understand what discard means.

Paraphrasing

Please use your own words and rewrite the following sentences:

1. Mr. Moss must use disposable single use gloves in the burn unit at Grady.

_____

_____

_____

2. Mr. Brooks taught us that it is not safe to handle the babies in the critical care unit with non-stick gloves.

_____

_____

_____

Homework: Universal Precautions.

Please write a short essay on one of these precautions:

1. gowns
2. masks
3. handwashing
4. bagging article
5. gloves

Be sure to talk about the following things in your essay:

1. Why this precaution is so important.

2. What impact it has on patient care.
   a. What happens when you use this precaution.
   b. What happens when you don't use it.

3. Different situations requiring this precaution.

NOTE: You don't have to answer these questions in the order they are written as you develop your essay.

Check-up #3:

1. What is the title of the second article? Please write your answer below in a complete sentence. Be sure to watch your capitalization of words and your punctuation.

_____

_____

_____

2. What is the major reason for bagging a patient's personal articles? Please write your answer below in a complete sentence.

_____

_____

_____

_____

Please put a circle around the sentence that tells you what the main reason is.

3. Used articles may need to be enclosed in a sturdy bag before they are removed from the room of a patient on isolation precautions. Please paraphrase this. Use your own words and rewrite this sentence.

4. Bagging the patient's articles like this is intended to prevent accidental exposure of personnel to contaminated articles and prevent contamination of the environment.

   Please paraphrase this. Use your own words and rewrite this sentence.

5. Please look at the second paragraph. Give your definitions of the following vocabulary words as they are used in each sentence or phrase.

a) A single bag is probably <u>adequate.</u>
What does <u>adequate</u> mean as it is used in this sentence?
Please answer in a complete sentence.

_____

_____

_____

b) If the bag is <u>sturdy</u> and not easily <u>penetrated</u>
What does <u>sturdy</u> mean as it is used in the phrase?
Answer below in a complete sentence:

_____

_____

_____

c) otherwise <u>double-bagging</u> should be used
What does the term double-bagging mean as it is used?
Please answer below in a complete sentence:

_____

_____

_____

d) Bags should be a particular color designated solely for contaminated articles or infectious wastes.
What does the term designated solely mean as used in this sentence? Answer below in a complete sentence:

_____

_____

_____

e) What does infectious wastes mean as used in this sentence? Answer below in a complete sentence:

_____

_____

_____

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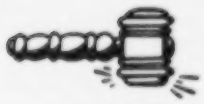


STANDARDS OF CONDUCT

It is absolutely essential that we have a clearly defined set of Standards of Conduct which can be understood by both supervisors and employees. This gives everyone security against favoritism and discriminatory treatment. If each of us knows the standards of conduct required, there is more likelihood of uniformity of action. Of course, the mere publication of a set of standards of conduct is only the first step. Laxity in enforcement of the standards of conduct can undermine a supervisor's authority and lead to a breakdown in our program. The Standards of Conduct which follow were adopted after much study by employees' and discussions with employees' representatives.

The consequences for violation of any of these Standards of Conduct will depend upon the severity of the offense. Certain types of misconduct will normally result in discharge, even if you have not been disciplined previously. The hospitals consider Standards of Conduct 1 through 11a to be examples of such offenses. Other types of misconduct demand less severe penalties. The hospitals consider Standards of Conduct Nos. 11b through 34 to be examples of these offenses.

You will normally be discharged for a violation of Standards of Conduct Nos. 11b through 34, if you have previously received disciplinary action for a "third offense" within the last 6 months.

The primary purpose of our system of progressive discipline for violation of Standards of Conduct Nos. 11b through 34 is to give each employee a chance to improve. Certainly, we do not want to hamper anyone's rehabilitation. We hope that if you receive a reprimand, you will respond favorably to our system of progressive discipline.

Disciplinary Procedures

The following disciplinary actions are provided:

1. *Verbal Warning* — This procedure is normally used in cases of infractions which are *less serious* than the types of misconduct covered in the written Standards of Conduct. Verbal warnings shall not become a part of your official personnel file and shall not be considered as being official disciplinary action.
2. *Written Reprimands and Disciplinary Suspensions* — This procedure is normally used for violation of Standards of Conduct Nos. 10b through 34 on the following schedule:

   (a) First offense — written reprimand.

   (b) Second offense — written reprimand, with or without a disciplinary

suspension without pay not to exceed 2 of your scheduled working days, at the sole discretion of your supervisor.

(c) Third offense — written reprimand and automatic disciplinary suspension of 5 of your scheduled working days without pay.

This procedure applies not only to repeated violations of the same Standard of Conduct, but to violations of any of the Standards of Conduct within six months of each offense. You are not permitted to work in any position at Grady or Hughes Spalding Medical Center while on disciplinary suspension. (The above schedule of progressive discipline will not apply if the last disciplinary action against you occurred more than 6 months prior to the current offense. If no official disciplinary action is taken against you for a period of 6 months, all previous formal disciplinary action against you will be considered void for the purpose of administering progressive discipline.)

3. *Discharge* — This procedure is normally used for:

(a) Violation of Standards of Conduct Nos. 1 through 10a, even though you may not have been reprimanded previously (Where extenuating circumstances exist, your supervisor may either issue a written reprimand or impose a disciplinary suspension without pay for a violation of Standards of Conduct Nos. 1 through 10a if you do not have a current reprimand on file.);

(b) Violation of Standards of Conduct Nos. 10b through 34 if you have previously received disciplinary action for a "third offense" within the last 6 months.

Supervisors are expected to consult with their department head before discharging any employee. If your supervisor and/or department head feel that they do not have the necessary facts, you may be "suspended pending investigation" as outlined below.

Suspensions Pending Investigation

If you have engaged in misconduct which appears to warrant discharge, your supervisor or department head may choose to suspend you pending investigation, rather than immediately discharge you. The purpose of such a suspension is to permit supervisors more time to investigate closely all of the facts involved in the case before making a final decision. Suspensions pending investigation should not be imposed, except in cases where it appears that discharge is likely.

In any case where you are suspended pending investigation, you will be told the reason for the suspension, given an opportunity to state fully your position, and told that you will be contacted as soon as the investigation is completed.

You will not be left on suspension any longer than is necessary to complete an investigation. In no case shall this exceed 5 of your scheduled working days, except where a longer investigation period is made necessary by pending criminal charges.

If the investigation reveals that you are guilty of a dischargeable offense, you will be notified promptly of your discharge. If you are not guilty of *any* misconduct, you will be returned immediately to your job with pay for the time missed during the suspension. If you are found guilty of *some* misconduct, but not misconduct

sufficiently serious to warrant discharge, you will be returned to your job, with or without back pay, depending upon the seriousness of the misconduct.

Violations of Standards of Conduct

The following offenses violate acceptable standards of conduct for employees of The Fulton-DeKalb Hospital Authority. Such standards are not intended to restrict the rights of individuals, but to protect and maintain the rights of all.

Discipline for these offenses may include a written reprimand, a disciplinary suspension without pay or discharge, depending upon the type of violation and the circumstances surrounding it.

These offenses are examples of undesirable or intolerable behavior, but as such are not all inclusive since you as an employee are expected to comply with the rules of common sense and decency.

1. Falsifying any hospital record or giving false information for hospital records; withholding any pertinent information or giving false information in applying for employment or leaves of absence.
2. Unauthorized possession or use of drugs; bringing liquor or other intoxicants to work; consuming any intoxicant on hospital property; reporting to work in an intoxicated condition because of previous indulgence.
3. Fighting or inflicting, attempting or threatening bodily injury to any person on hospital property.
4. Stealing or the unauthorized possession of hospital property or of the property of others.
5. Sleeping on the job, neglecting your work, flagrantly loafing, or being either verbally or physically abusive toward patients or visitors.
6. Failing to report any disease you have which may endanger any other person.
7. Deliberately restricting or attempting to restrict or interfere with hospital operations.
8. Insubordination — including (but not limited to) open defiance of instructions from your supervisor, or the use of abusive, profane or threatening language toward any supervisory personnel.
9. Possession of any firearms (other than those authorized by the hospital) or other weapons on hospital property. (Employees legally licensed to carry a weapon must check their weapons into the Security Office at the beginning of the work day and check them out at the end of the work day.)
10. Disclosure of confidential patient information.
11. Excessive absence and/or lateness in reporting to work.
    (a)Continuous absence of three days without notifying your supervisor.
    (b)Absence of four days (over and above accrued sick leave) unauthorized by your supervisor within a 90 day period.
    (c) Tardiness of four occasions within a 30 day period.

12. Failure to follow instructions, including refusal to work overtime under unusual conditions or circumstances, special hours or special assignments when requested by your supervisor to do so.

13. Performing work of substandard quality or quantity after proper orientation and training.

14. Coercing or harassing fellow employees or using insulting, profane, or threatening language toward them.

15. Failure to exercise reasonable care, consideration, courtesy or appropriate language in dealing with patients or visitors.

16. Gambling on hospital property.

17. Leaving the hospital premises or work area during work hours without permission from your supervisor; leaving work before the end of your shift without permission from your supervisor.

18. Failure to wear uniform designated by the Uniform Committee or appropriate office attire and ID badge, or failure to comply with hospital standards concerning personal hygiene and grooming. (These standards vary depending upon job classification and work area. If you have any questions as to the regulations applicable to you, please see your immediate supervisor.)

19. Creating or contributing to unsanitary or unattractive conditions anywhere on hospital property.

20. Failure to notify your department head or his designated representative in advance as required by the department when you will be absent or unable to report at your regularly scheduled time.

21. Smoking in employees' work areas, halls, corridors, elevators, or where employees meet patients and visitors or other designated non-smoking areas.

22. Damaging, abusing, neglecting, or decommissioning equipment or supplies; harming or wasting hospital property, or the property of other employees, or other persons. (In case of a willful violation, the employee will be subject to discharge.)

23. Engaging in disorderly conduct on hospital property.

24. Engaging in conduct or conversation which would tend to reflect adversely on the hospital and/or any member of the hospital staff at any time or place.

25. Violation of fire or safety regulations.

26. Failure to report immediately any injuries sustained on hospital property or in connection with your work.

27. Causing a nuisance because of excessive interference from creditors.

28. Marking bulletin boards or notices posted on bulletin boards; removing bulletin board notices or material without permission. (Nothing is to be posted on public bulletin boards without permission from the Personnel Department or the Employee Relations Department. Nothing is to be posted

on department bulletin boards without permission from the Department Head involved.)

29. Excessive use of hospital telephones for personal calls or any use for unauthorized personal long distance calls.

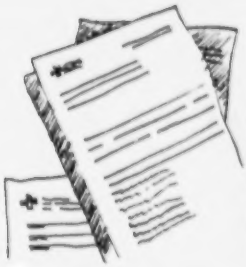
30. Unauthorized solicitation of patients or visitors on hospital premises; solicitation of employees during working time or in a working area, or the distribution of any printed material during working time or in any working area without prior approval from the Director of Personnel.

31. Failure to attend assigned classes or meetings of the hospital In-Service Education program or departmental meetings.

32. The use of audio equipment or television sets during working hours, except by approval of your department head.

33. Violation of any hospital policy as outlined in the Personnel Handbook or other administrative directive.

34. Failure to sign yourself in upon reporting to work or out when leaving for the day. (You will not be permitted to begin work before your established reporting hour or remain after your scheduled closing hour without proper authorization. All employees are required to sign themselves in and out daily on the appropriate sign in sheet at each work station.)



EMPLOYEE GRIEVANCE PROCEDURE

The hospitals encourage meaningful communications between employees and management. A major part of any such program of effective communications must include a workable means for employees to air their grievances. Employees are encouraged to discuss informally their problems or complaints with their supervisors at any reasonable time. Also, the Hospital Authority has adopted a Grievance Procedure for employees who desire to process their complaints in a formal manner. This procedure is as follows:

Individual Grievances

1. The following procedure applies to all employees of the Authority (except probationary, temporary, on call and pool employees), regardless of affiliation with or representation by any outside organization. Nothing contained in this procedure in any way interferes with or prevents any employee from exercising his or her right to speak for and represent himself or herself. Employees are free to discuss informally their problems with the immediate supervisor. However, the procedures outlined below represent the exclusive means by which formal employee grievances may be processed.

2. Any employee may file a grievance by the following means:

   Step 1. Within 5 working days after the occurrence upon which the grievance is based, the employee shall reduce the grievance to writing on a grievance form and file it with the employee's designated supervisor. The supervisor will promptly respond to the grievance or schedule a meeting. In the event a meeting is held and if the employee desires, he or she may be accompanied by a fellow employee from the department (who may be the department steward), in which case the designated supervisor may be accompanied by another hospital representative from the department. Within 5 working days after the receipt of the grievance, the designated supervisor shall reply to the grievance in writing on the grievance form. (Steps 1 and 2 do not apply to grievances involving the discharge of an employee or a disciplinary five-day suspension of an employee, and such grievances should be initially filed at Step 3 with the office of the Director of Employee Relations within 7 calendar days after the discharge or suspension. The Director of Employee Relations will forward the grievance form to the designated representative of the Executive Director.)

   Step 2. If the employee is not satisfied with the decision by the supervisor at Step 1, within 5 working days after receipt of such decision the employee may advance the grievance by filing the same form with the designated

department representative. A meeting shall be held within 5 working days after the receipt of that grievance. If the employee desires, he or she may be accompanied by no more than two fellow employees from the department (or the department steward and the chief steward for the department), in which case the designated department representative may be accompanied by no more than two other hospital representatives, one of whom may be from the department. Within 5 working days thereafter, the designated department representative shall issue a decision in writing, which shall be attached to the grievance form and returned to the employee. A copy of the decision shall also be provided to the employee's representatives who attended the Step 2 meeting.

Step 3. If the employee is not satisfied with the decision by the designated department representative at Step 2, within 5 working days after receipt of such decision the employee may advance the grievance by filing the same form with the designated representative of the Executive Director. A meeting shall be held within 5 working days after the receipt of the grievance. If the employee desires, he or she may be accompanied by two fellow employees from the department (or the department steward and a chapter officer), in which case the designated representative of the Executive Director may be accompanied by two other hospital representatives, one of whom may be from the department. Within 5 working days thereafter, the designated representative of the Executive Director shall issue a decision in writing, which shall be attached to the grievance form and returned to the employee. A copy of the decision shall also be provided to the employee's representatives who attended the Step 3 meeting.

Step 4. If the employee is not satisfied with the decision by the designated representative of the Executive Director, within 5 working days after such decision the employee may advance the grievance to the Step 4 Committee, by filing the grievance form with the Director of Employee Relations. Thereafter, the Committee will set a hearing at a mutually convenient time within 10 working days after the receipt of the grievance and issue a written decision within a reasonable time after the conclusion of the hearing. Copies of the written decision shall be provided to the employee and his or her representatives who attended the hearing. If the employee desires, he or she may be accompanied by two fellow employees (who may be the department steward and a chapter officer) and/or counsel (who may be an international union representative or local union business representative) at the hearing. The Committee shall hear witnesses who have relevant information concerning the facts and circumstances surrounding the grievance. Either side can call up to three (3) witnesses. Any additional witnesses will be subject to the discretion of the Committee, provided that any participant desiring to have witnesses called must submit a written list of such proposed witnesses to the Director of Employee Relations at least 5 calendar days prior to the hearing. If any member of the Committee has been directly involved in the facts and circumstances surrounding the grievance, the Executive Director shall name an alternate to replace that individual in the particular case. The decision by the Committee shall be forwarded to the Executive Director, who shall either approve, reject or modify the decision. The decision by the Executive Director shall be final.

SUPERVISORS' CLASS/MATERIALS 1

3. Working days means days worked by the person taking the action (excluding Saturdays, Sundays and official hospital holidays); provided, however, that in the event the hospital representative is absent for a period in excess of 2 calendar weeks (or in excess of 1 calendar week in discharge cases), another hospital representative will be designated.

4. All meetings scheduled under the above procedure will begin on schedule. No steward or union representative will be recognized for these purposes unless the Director of Employee Relations has been previously advised in writing by an official union representative that the individual is so authorized to act in the designated capacity. Stewards and other employee representatives shall perform their work duties. Properly designated stewards and other employee representatives shall be granted reasonable time to process grievances in accordance with this procedure, and supervisors will not unreasonably deny permission to them.

5. Each grievance must be submitted separately by an individual employee on a grievance form. No mass grievances will be recognized under the above procedure. Proper decorum will be maintained at all times.

6. In the event the employee fails to file or advance the grievance in accordance with the time limits provided above, the grievance shall be considered dropped. In the event a decision is not rendered within the time limits provided above, the employee may advance the grievance to the next step. The time limits provided above may be extended by mutual agreement in advance of the expiration of the time limit. If any hospital representative fails to act within the specified time limits, the Director of Employee Relations will notify the Executive Director immediately.

7. New employees shall not be eligible to use the grievance procedure outlined above during their probationary period. Temporary, pool and on call employees do not have access to the greivance procedure.

8. Three copies of all written reprimands, discharge notices and progress reports shall be prepared. After discussion between the supervisor and the employee, one copy of the form shall be given to the employee. Within 1 working day, the employee shall be required to acknowledge receipt of a copy of the form by signing and dating the remaining 2 copies of the form in the presence of the designated supervisor alone. At that time, the employee will be furnished a copy of the executed form. The form shall expressly state that the employee is not necessarily agreeing with its contents. With respect to the time for filing a grievance concerning the issuance of any written reprimand, discharge notice or progress report, the date of occurrence shall be deemed to be the date the employee receives a copy of the form. Any employee who refuses to sign such a form shall be denied the right to process any grievance arising out of the issuance of the form under the hospital's grievance procedures.

9. All employees shall be granted the right to inspect any and all aspects of their individual personnel file (except pre-employment information) in the Personnel Department. Such inspections shall be made in the Personnel Department by appointment at a mutually convenient time within 3 working days after the request of the employee. This same policy shall apply with respect to

the inspection of relevant payroll records and insurance records of the individual employee. If the employee desires, during such an inspection he or she may be accompanied by a fellow employee (who may be a steward). Copies of such documents will be provided to the employee upon request to the extent that they are relevant to the processing of any pending grievance that employee has.

General Grievances

1. In cases of general grievances by groups of employees in a department, they may reduce those general grievances to writing and have an employee of the department file them with the department head. An employee from the department may also request an appointment with the department head to discuss the grievances. If the department head feels that the grievances justify such a meeting, the department head will arrange a meeting at a mutually agreeable time with no more than 5 employees of the department. No persons from outside of the department are permitted to attend such meetings. If the employees are not satisfied with the position taken by the department head, they may request a meeting with the Associate Director in charge of the particular department by having one of the employees request such a meeting by filing a copy of the written grievances with him. Any such request shall be made to the Associate Director. If the Associate Director feels that the grievances justify such a meeting, the Associate Director will arrange a meeting at a mutually agreeable time, which meeting may be attended by the Associate Director, the Director of Employee Relations, the department head, and no more than 5 employees of the department. If the employees desire to have union representation at such a meeting, one of the employees should make the request for a meeting through the Director of Employee Relations. Any such meeting may be attended by the Associate Director, the Director of Employee Relations, the department head, a union representative (chief steward or local union business representative), a chapter officer and no more than 3 employees of the department.